A SURVEY OF WRIGHT COUNTY IOWA PUBLIC SCHOOLS WITH PROPOSALS FOR REORGANIZATION

BY

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A FIELD REPORT

Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Science in Education
in Drake University

Des Moines, Iowa
January, 1951

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CHAPTER I

INTRODUCTION

It has long been known that in a general way small enrollments have been the dominating characteristic of the small rural schools of Iowa. Small enrollments have not been limited to rural elementary schools alone, as many of the high schools also are operating with too few pupils to make them an efficient system. However, it has not been realized until recently, just how small some of these schools actually are and how small enrollments affect educational costs. The administrative unit called the district in Iowa, varies in size from a few to many sections of land. The typical unit for rural schools in Iowa is the township district. However, there are cases where the subdistrict is the school administrative unit. The type and size of the administrative unit is all important in not only its effect on the economy and efficiency of the school systems but also on the solution of the problems of equalizing educational opportunity for children, of equalizing tax burdens for school support, and of providing adequate educational facilities for both adult and child.

The people in general in the United States have always been interested in the education of their youth. When the various parts of the country were first settled, the pioneers provided for the education of their children. The small districts were established to provide education for the group of people within a relatively small area. In pioneer times, the formal education required was neither extensive nor complex, due to minor differences in the social and economic status of the people, and the fact that life in general was very simple. However most educators now realize that the old one room school is not adequate to meet the present social, economic, and educational needs of the student. In general the schools have not kept pace with the demands of society in regards to social and technical abilities. With the school district situation as it is in some regions, it is doubtful that these small schools will ever be able to provide the type of education needed by the student in order that he may confidently take his place in the complex society in which he lives.

The general plan of school district organization in Iowa, as well as most of the other states of the Union, dates back to the time when the states were organized. With the adoption of the state constitution in 1846, the township became the unit of local government as well as the legal unit for rural school organization. In 1858, however, the Seventh

General Assembly provided that: "each civil township is hereby declared to be a school district and such districts as are at present established shall become subdistricts."[1] The passage of this legislation made possible the township district school and the town independent school. Each of these schools, small as they might have been, became the center of interest of the people within the district. In many cases, the school became not only the educational center of the district but also the social center for both the children and the adults. It is this condition that must be considered in the problem of school district reorganization.

There has been considerable progress toward reorganization in the State of Iowa, but many of the other states have surpassed Iowa in their efforts. In 1925, the State of New York passed legislation known as the Central District Law which provided for the formation of larger school districts. It also provided considerable financial aid from state funds to carry out the proposed program.[2] During the last decade, however, attention has been directed to the fact that a great majority of the districts are now too small and the law permits two or more districts to combine for the purpose of providing any type of educational service that may

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[1]Howard A. Dawson, Floyd W. Reeves, and others, Your School District, p. 168. Washington, D. C.: National Education Association, 1948.

[2]Ibid., pp. 199-201.

be considered desirable. The State of Washington in 1941, embarked on a program of reorganization and, within a period of four years' time, the number of school districts decreased from a little over one thousand four hundred to approximately six hundred and seventy.[1] The county unit plan of reorganization was adopted in the State of West Virginia in 1933.[2] A comparison of educational conditions existing in 1930 and in 1940 under the county unit plan indicates that the county unit had made a worthwhile contribution toward developing an adequate educational program in West Virginia.[3]

The most extensive movement toward reorganization in Iowa was due largely to the consolidation of existing school districts under the school consolidation law. In 1906, the state legislature passed an act which provided that existing school districts would be permitted, after approval by the state department of education and the majority of voters within the districts, to unite two or more districts into one large district. In 1913, the state legislature also provided that sums of money based on the number of classrooms used should be allotted to the new consolidated districts. A certain amount was also allotted for equipment. The amount varied from $250.00 to $750.00, depending upon the size of

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[1] Ibid., p. 226.

[2] Ibid., p. 235.

[3] Ibid., p. 238.

the school involved. From 1913 the growth of consolidated districts was rapid so by 1920 there were 430 consolidated districts in the state.[1] However, after 1922 the consolidated school movement in Iowa came to an abrupt end owing, primarily, to the rapid decline in farm income which made the payment of school taxes by farmers extremely difficult. However, since 1947, with the legislation providing state aid for all schools, the grants to the consolidated schools were suspended. Since the stoppage of consolidation, however, reorganization has been taking place, but in a little different form. Since that time many of the one room schools have been closed and the students going to larger schools with the home district providing for tuition and transportation.

Probably no other issue involving schools and school administrators has received as much comment, or been the topic of as many discussions as has that of school district reorganization. From the standpoint of the schools, much of the comment on consolidation has been unfavorable, or, at least, of a controversial nature. Probably the main cause of much of the unfavorable reception given the issue of school district reorganization in certain communities is the lack of a thorough understanding by the citizens of the purposes involved in the movement. Because school people have taken the

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[1] Ibid., p. 170.

initiative in supporting the movement, many communities seem to be of the opinion that they are trying to force something over on them. Much of the criticism received by this movement has been justified, not in the purpose of the movement, but in the method of handling it.

An analysis of the provisions of our state legislature will indicate that, if properly carried out, the program of school district reorganization must be democratically executed. The Fifty-first General Assembly passed legislation creating the County Board of Education, whose members are elected by the people. The act passed by this assembly states:

> The County Board of Education in each county of the state shall initiate detailed studies and surveys of the school districts within the county and territory adjacent thereto, for the purpose of promoting such reorganization of districts, by unions, reorganization or centralization, as will effect more economical operation and attainment of higher standards of education in the schools.[1]

The school code also provides just what areas this survey shall cover, which shall include average daily attendance, property value, buildings and equipment, community area, transportation, road conditions, and economic factors. At all times the county board is to work with the county superintendent of schools and the state department of public instruction in carrying out the reorganiza-

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[1] School Laws of Iowa, 1948, p. 158. Des Moines, Iowa: State of Iowa, 1948.

tion program. It is also provided that the board hold community meetings occasionally for the purpose of further explaining the meaning and the progress of the surveys. Each county board is then to devise its own plan of reorganization, based on the information gathered in the survey of the county. The plan is then to be submitted to the state department of public instruction for its approval. If it is approved by the state department of public instruction, the plan must then be submitted to the voters of the communities involved. New districts will then be formed if it is the will of the majority of the voters in the districts involved.[1] The Fifty-second General Assembly provided a sum of $500.00 for each county's use in carrying on the survey.[2]

The need for reorganization is imperative in Iowa, as it is in most states. The problem of rural education can be stated as that of providing equalization of educational opportunities for children and youth in rural communities.

> An analysis of the history of rural education during the past century reveals three major tendencies. First, most attempts to solve the problem of providing adequate education for rural people have been non-reorganizational, temporary, patchwork devices, and have invariably failed. Second, the reorganizational attempts to solve the deficiencies of the district system have in the main been to substitute some political unit, such as the township or county, for school purposes and such attempts have usually been accompanied by considerable popular antipathy. Third, in the past

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[1] Ibid., p. 159.

[2] Dawson, Reeves, and others, op. cit., p. 179.

> forty years the trend of rural school district administrative reorganization, in the northwestern and midwestern states especially, has been unmistakably in the direction of the community unit.[1]

Because of the changing social and economic conditions, it appears that many of the school districts in Iowa are too small to provide the desired opportunities for the pupils. Thus some sort of reorganization should be accomplished. There are various forms which this reorganization might take, but a larger unit, either in the form of a county or community unit type, is generally advocated. In most cases the voluntary consolidation of districts is the type most favored by the rural population.

The following summary by Mr. M. L. Cushman, Professor of Rural Education, Iowa State College, Ames, Iowa, describes briefly the rural school situation in Iowa:

> No phase of education is more challenging than rural education, and the greatest improvement can come from district reorganization. The one room school has been criticized by surveys, professional literature and educational officials on all levels, for the past 100 years. Some of this criticism has included the invlexibility of boundaries, incomplete and unreliable reports, short annual terms, graded courses not meeting individual need, impossibility of equitable apportionment of state aid, and poorly qualified teachers.[2]

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[1] M. L. Cushman, An Analysis of Legislation for School District Reorganization in the Midwest, Department of Vocational Education Series, No. One, p. 2. Ames, Iowa: Iowa State College, 1948.

[2] M. L. Cushman, "Let's Reorganize Iowa's School District," Midland Schools, LX (April, 1946), 240.

One of the major weaknesses of many small schools, both town and rural, is the high percentage of their teaching staff with little or no teaching experience. It does not necessarily follow that experience is essential for good teaching, but a good teacher learns new and better teaching techniques each year of his teaching experience. The greater the range of experiences of the teacher, the more effectively can he provide the learning experiences to meet the needs of all of the students. Because today's student body is made up of all types of students, with a great range of capacities and interests, the job of the teacher offers a greater challenge today than ever.

The lack of training is also characteristic of the rural teachers of the State of Iowa. Because of the demand for elementary school teachers, the rural schools have found it necessary to hire teachers with but the minimum of college training.

In 1943, for example, the school situation in Iowa was characterized by the following conditions: There were 4,861 school districts in Iowa, which were administered by 30,805 school board members and secretaries. There were 8,100 one room schools in operation, with an average daily attendance of only eleven. Of these rural schools, 472 had an enrollment of five or less pupils; the average number of

grades per school was six.[1] During the 1946-1947 school year, one of every five elementary pupils attended a one room school and literally thousands of these pupils passed through their elementary school experience without having a classmate. Boys and girls need the experience of working and playing with others of their own age.[2]

The high school situation in 1943 was not much better than that of the elementary school. There were 921 school districts maintaining high schools with an average enrollment of only seventy-five. Over 80 percent of the towns and villages maintaining these high schools had a population of less than 1,000. Over one hundred of these high schools had an enrollment of less than one hundred with twenty-eight having less than twenty-five enrolled.[3]

It is general knowledge that the cost of educating students is higher when the number enrolled in school is small. The Iowa State Education Association discovered that small schools with five or fewer pupils cost Iowa four times as much per pupil as schools with twenty or more pupils enrolled.[4]

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[1] Report of the Iowa School Code Commission, p. 32. Des Moines, Iowa: State of Iowa, 1944.

[2] Howard A. Dawson, Floyd W. Reeves, and others, A Key to Better Education, p. 4. Washington, D. C.: National Education Association, 1947.

[3] Report of the Iowa School Code Commission, p. 32. Des Moines, Iowa: State of Iowa, 1944.

[4] Have Iowa's Small Schools Served Their Day. Des Moines, Iowa: Iowa State Teachers' Association, (n. d.).

The following paragraph from the National Commission of School District Reorganization, would serve as the ultimate goal for a good school district:

> A comprehensive program of elementary, high school post-high and adult education. A competent staff of teachers, administrators, supervisors and other workers. Schools properly located in order to meet community needs be convenient to children and bring enough pupils together for good instruction at reasonable cost. A sound method of financing and administering the program.[1]

It appears, according to informed educators, that the time is here for the State of Iowa to organize its rural and small high schools into larger administrative units in order that the students be provided with the type of education which will prepare and equip them to take their place in present day society. When the people of Iowa are thoroughly informed of the need and advantages of reorganization of their small elementary and secondary schools, they should be more receptive to the program.

It is the aim of this study to provide a view of the present educational system of Wright County, Iowa, and to determine to what extent it is possible to equalize the tax burden and the educational opportunities of Wright County, Iowa. It is the purpose of the writer to determine possibilities of changes in the administration of the schools of Wright County, Iowa, with special emphasis placed

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[1]Dawson, Reeves, and others, A Key to Better Education, op. cit., pp. 8-9.

upon a proposed district for the Belmond, Iowa, Public Schools.

The material used in this report was secured from a number of sources. Mr. C. W. Sankey, County Superintendent of Schools of Wright County, Iowa, provided records which furnished information concerning the rural schools of the county. This material included information on teachers' salary, training, experience, and tenure. There was also information on the size and location of the rural schools of the county. The county superintendent's office also provided information on the transportation system of the county, along with information pertaining to census, enrollment, average daily attendance, and financial data for all of the schools of the county.

The superintendent of the independent and consolidated schools of the county provided the needed information about their school buildings and courses of study.

From the county auditor's office, information was secured with respect to school district tax levies, the assessed valuation of taxable property, and the bonded indebtedness of the school districts of the county.

The county engineer provided information regarding the primary and secondary roads of the county together with future plans for road construction. Maps of the county were obtained from the Iowa Highway Commission at Ames, Iowa.

All data used in this report were for the school year 1948-1949, except that regarding population and enrollment trends. The year 1948-1949 was used, as it was the latest date for which school costs were available at the time this study was begun.

When planning the boundaries of the proposed school districts, the following factors were taken into consideration: (1) road conditions; (2) distances to the school; and (3) the facilities of the proposed school community.

There have been many expressions of opinion as to the size of the districts planned under the reorganization program. Most authorities feel that attendance units must be determined and that administrative units will then become a combination of attendance units based upon the principle of maximum efficiency and the least cost. The only purpose of the program of school district reorganization should be better education for children. The desirable future school district should be based upon the functions to be performed.[1]

A more complete breakdown of the desired school unit is given as follows: the elementary school should consist of six grades, having an average enrollment per grade of forty students. One teacher would be employed

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[1]Arthur B. Moehlman, School Administration, p. 182. Cambridge, Massachusetts: Houghton Mifflin Company, 1940.

for each grade. The high school should consist of either six years of instruction or three years of junior high and three of senior high under separate organization. There should be an average of thirty pupils per teacher in junior high and an average of thirty-five pupils per teacher in senior high. There should be a minimum of from 210 to 310 pupils in the six-year high school or 245 to 350 in the junior high and 175 to 350 in the senior high school.[1]

In the final analysis the size of the unit is a local problem which will be the result of a study of all of the factors involved.

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[1]Howard A. Dawson, Satisfactory Local School Units; p. 39. Nashville, Tennessee: Division of Survey and Field Studies, George Peabody College for Teachers, 1934.

CHAPTER II

DESCRIPTION OF WRIGHT COUNTY, IOWA

Wright County was one of the last counties of the state to be organized and settled. The first settler was William Stryker on July 5, 1854.[1] The county does not possess much timberland and large areas of the county in the early days were not suitable for farming because of poor drainage. Natural obstacles to the settlement of the land were rapidly overcome and with better methods of transportation the county now is one of the most progressive and productive counties in the state.

Wright County is located in north central Iowa in the third tier of counties south of the Minnesota state line. The sub-strata soil of Wright County is the same as practically all of the Mississippi Valley except that there is no limestone rock. Practically the entire county is covered by the Wisconsin drift. At one time a large portion of the county was covered by water and it remained under water for a longer time than most of the rest of the state.

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[1] Honorable B. F. Birdsall, History of Wright County, Iowa, p. 53. Indianapolis, Indiana: B. F. Bower and Company, 1915.

The total area of Wright County is 575 square miles or 369,280 acres, of which 363,226 acres or 97 percent is farm land. In 1948 there were 7,420 people living on farms. There were a total of 1,922 farms which averaged 189 acres. During the same year 37.3 percent of the farms were farmed by the owners, while 62.7 percent of the farms were rented by the operator.[1]

The Boone River with its tributaries drains the county west of the morainic hills. It is a sluggish stream meandering through bottomlands up to one-fourth mile wide. Otter Creek, White Fox Creek, and Eagle Creek are the chief tributaries of the Boone River. The land drained by the Boone River and its tributaries is small in extent. The east side of the county is drained by the Iowa River and its tributaries.

There has been much artificial drainage in the county. Many of the tributary streams have been straightened and deepened and many open drainage ditches have been dug. There are still some sloughs in certain parts of the county which have not been drained.

A chain of shallow lakes extends north and south across the county a little east of the center. These lakes vary in size from 320 to 1,200 acres in area.[2] Morse,

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[1] Iowa Yearbook of Agriculture, 1948, p. 547. Des Moines, Iowa: Department of Agriculture, State of Iowa, 1948.

[2] Birdsall, op. cit., p. 48.

Cornelia, and Elm Lake are in the morainic region and Wall Lake is in the level prairie area.

Wright County is primarily an agricultural region, with general farming of major importance. There is much livestock farming in the county with hog raising the chief type of livestock farming. In 1948, Wright County ranked eighteenth in the counties of the state in the number of hogs raised. Most of the grain raised is fed to livestock rather than being sold as grain.

In 1948, Wright County had an average corn yield of 64.6 bushels per acre, which was a little above the state average of 62.8 bushels per acre.[1] The same year, Wright County was above the state average in the production of oats and soybeans. Wright County farmers do practically all of their field work with power machinery. In 1948, Wright County farmers owned 2,547 tractors or 14 percent of all of the tractors owned in the state. They owned a total of 952 corn pickers or 12 percent of the total of the state.[2]

Although the county is primarily an agricultural area, there are also many small industries within its borders. At Belmond the old sugar beet refinery has been taken over by General Mills, Incorporated, and now is used to convert soybeans into various products, mainly soybean oil.

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[1] Iowa Yearbook of Agriculture, 1948, op. cit., p. 549.

[2] Ibid., p. 569.

There are two hybrid seed corn companies, one at Clarion and one at Belmond. Both Clarion and Eagle Grove were at one time rather large railroad centers, but their facilities have been reduced in recent years.

Good railroad facilities are available in the county. The Chicago, Rock Island and Pacific Railroad crosses the county, passing through Goldfield, Clarion, Galt and Dows, with another branch line passing through Rowan and Belmond. Shipping facilities at Holmes are available on this line. The Chicago and Great Western Railroad passes through Eagle Grove, Clarion, and Belmond with shipping facilities also available at Cornelia. A branch line of this railroad, also passes through Rowan. The Chicago and Northwestern Railroad passes through Eagle Grove, Woolstock, and Goldfield. The Minneapolis and St. Louis Railroad passes through the northeast corner of the county, including the town of Belmond. Thus, every town in the county is located on at least one railroad and some of the towns have as many as three different lines passing through them.

Wright County is crossed by two main paved highways both north and south and east and west. U. S. Highway, number 69 passes through the eastern half of the county; Iowa number 3 passes almost directly through the center of the county east and west. At the present time Wright County has a total of seventy-three miles of paved primary roads within

its boundaries, not including that part which is within the city limits. The secondary road system in the county is also very good, with thirteen miles of bituminous surface roads and 753 miles of graveled roads. There are only seventeen miles of dirt roads in the county.[1]

According to the 1940 census, the total population of Wright County was 20,038 of which 18,888 were native born. There were no negroes although there were a few Mexicans who came to the county during the days when the sugar beets were raised.[2] Wright County has within its boundaries, eight incorporated towns and cities where the population varies from a low of 156 at Galt to a high of 4,024 at Eagle Grove.[3] In spite of the fact that Wright County is located in some of the best agricultural land of the state, Table 1 shows that a larger percentage of the population live in towns rather than in the rural area. However, the population, in general, is interested in and dependent upon agriculture.

The table indicates that although the total population has changed somewhat in the last fifty years, the percent of rural and urban population remained fairly constant.

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[1] Report of the State Highway Commission, Period July 1, 1948-June 30, 1949, p. 69. State of Iowa, 1949.

[2] Sixteenth Census of the United States: 1940, Population, Vol. II, p. 877. Washington, D. C.: United States Printing Office, 1942.

[3] Iowa Official Register, 1941-1942, p. 197. Des Moines, Iowa: The State of Iowa, 1942.

Since 1920 the total population of the county has been gradually decreasing. Even during the war years, no great shift in population was noted, even though some minor war industries were established in the cities. This stability of population would tend to make educational planning more definite, and there would be less chance that schools would need to change to meet changing population demands.

TABLE 1

RURAL AND URBAN POPULATION TRENDS IN WRIGHT COUNTY, IOWA SINCE 1900*

Year	Rural	Urban	Total	Percent of Total	
				Rural	Urban
1900	10,540	7,687	18,227	47	53
1910	9,805	8,146	17,951	41	59
1920	9,353	10,995	20,348	46	54
1930	9,394	10,822	20,216	46	54
1940	8,531	11,507	20,038	42	58

*--Source of Information: Iowa Official Registers, dated 1900 to 1940.

The history of education in Wright County is not unlike that of other counties, but a summary of the early history will furnish background for the present school system.

> The first settlers of Wright County were men and women of strong character, possessing these sturdy qualities that ever make for progress and education. All believed in educating their children, and it was not very long after the beginning of the social order hereabout that school houses began to be seen here and there, in which the best teachers that the county

then afforded were laying the foundation of the present admirable county school system.

The schools sprang up most rapidly along the Boone and Iowa Rivers, as that was where the white population first settled. The first school was erected in 1855. It was made of logs and had only an earthen floor. By 1865 there were twenty schools and by 1870 there were thirty-three school buildings, thirty-one of which were frame structures and two were made of brick.

The first regular school superintendent in the county was Josiah Davidson who was elected to that office in 1858. He also served as teacher in the Liberty School which was then the largest in the county. In 1856 the Liberty School had sixty-three students enrolled, and according to records, nearly all were in regular attendance.

In 1870 a teachers association was organized but no general county society existed until 1876, in which year a teachers' convention held in Goldfield was formed into an association, which later became the Normal Institute.

In 1876 there were 1,260 pupils enrolled in school, being taught by 101 teachers in fifty-four different buildings. By 1891 the number of students had risen to 3,613, with 181 teachers, in 123 buildings. In 1915 there were 130 rural school and ten high schools, providing education for 7,253 pupils, and 350 teachers being employed.[1]

In 1915 the total population for the county was 19,654.[2] If the above figures are accurate, that would make 37 percent of the population enrolled in school. Using the 1950 population figure and the 1949 school enrollment figures, there are only 23 percent of the people now enrolled in school. This would be in line with national statistics which indicates the average age of the population is increasing.

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[1]Birdsall, op. cit., pp. 193-194.

[2]Iowa Official Register, 1928, p. 515. Des Moines, Iowa: The State of Iowa, 1928.

TABLE 2

YEARS OF SCHOOL COMPLETED BY RESIDENTS, 25 YEARS OF AGE OR MORE, OF WRIGHT COUNTY, 1940*

Years of School	Number of Persons		Percent of Total	
	Rural	Urban	Rural	Urban
0	6	17	.05	.11
1-4	106	158	.9	1.5
5-6	261	369	2.2	3.3
7-8	2393	2688	21.0	24.7
9-11	564	1094	5.1	9.1
12	703	1215	6.7	10.2
13-15	80	834	.7	7.9
16	83	412	.7	3.9
Total	4489	6841	37.35	61.71

*--Source of Information: Sixteenth United States Census, 1940 Population, Vol. II. Washington, D. C.: United States Printing Office.

In 1940, 42 percent of the total population of the county was classified as rural, while the same year, only slightly over 37 percent of the rural population was over twenty-five years of age. This would indicate that the rural population, at least for that particular year, had a greater percentage of its population made up of the age group less than twenty-five years of age.

Table 2 indicates the years of school completed by the residents of Wright County over twenty-five years of age. In 1940, 56 percent of the total population of the county was made up of persons twenty-five years of age or older. In general the urban people have had a little more school training than have the rural people.

Table 2 shows that only six rural people had no formal

education, which was about 1.5 percent of the total rural population. At the same time seventeen urban people had no formal training, which represents 2.5 percent of the urban population. It was discovered that 53 percent of the rural population completed eight years of training, while only 39 percent of the urban population received that amount of training.

Only 11 percent of the rural population graduated from high school, compared to 18 percent of the urban population who received twelve years of school training. College graduates make up only 2 percent of the rural population as compared to 6 percent of the urban population.

Even though there has been little accomplished on the reorganization program in Wright County, the economic, social, and physical conditions within the county are at least favorable toward a reorganization at this time should such a program be properly instituted.

CHAPTER III

SCHOOLS IN WRIGHT COUNTY, IOWA

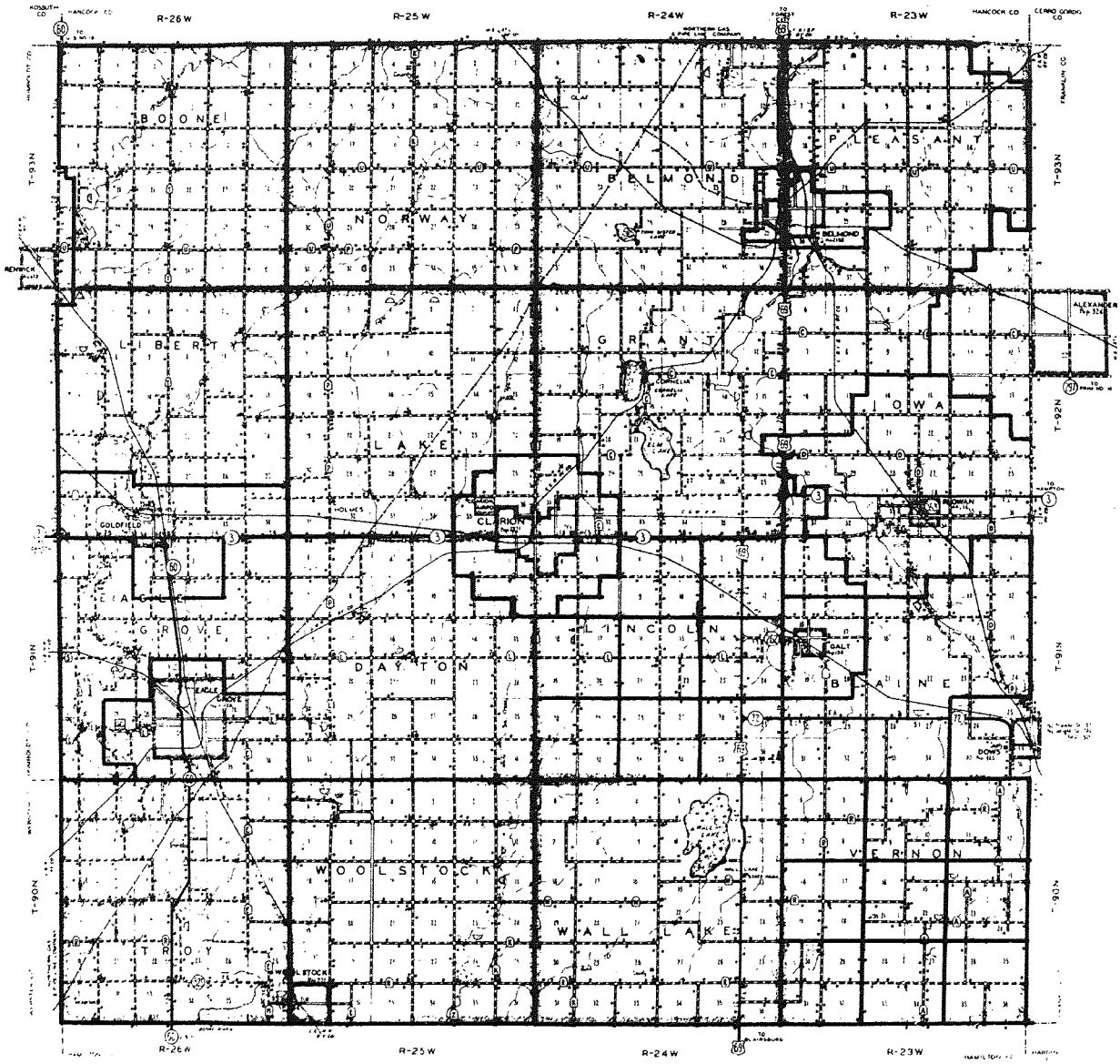
Enrollment Trends in the Elementary and Secondary Schools

During the school year 1948-1949, Wright County maintained six independent town schools, one consolidated school, one two room elementary school and sixty one room rural elementary schools. The town of Galt, having dropped its high school in 1944, continued to maintain the two room elementary school. Since that date the high school students of Galt have attended the Clarion High School.

Fourteen of the sixteen townships operate on the township plan. The remaining two, Vernon and Lincoln Townships, maintain subdistricts within the township. Each of these townships originally had nine subdistricts but, during the school year 1948-1949, Vernon Township had only one school open, while Lincoln Township had four. Each of these subdistricts have three directors who are responsible for the administration of the school. Wright County originally had 122 rural school districts, each with its one room school. However, only sixty of the original number remained open in 1949. Figure 1 shows the present school districts of Wright County.

FIGURE 1

SCHOOL DISTRICTS, WRIGHT COUNTY, IOWA
1949--1950



School District Boundaries
Town Corporation Boundaries
Railroads
Graveled Roads
Dirt Roads
Rural Schools

Table 3 shows the populations of the towns maintaining secondary schools, ranging from a low of 271 at Woolstock to 4,024 at Eagle Grove. The only consolidated school in the county is at Rowan, which is located near the eastern boundary of the county. The Rowan district was organized in 1914, and covers about twenty-five square miles, part of which is in Franklin County. Within the counties which border Wright County, there are a total of thirty-one consolidated school districts. Two consolidated school districts in adjacent counties have parts of their districts in Wright County. The Renwick Consolidated School District includes one square mile of Boone Township in the northwest corner of Wright County. On the east side of the county, the Alexander Consolidated district includes approximately nine square miles of Wright County. With the exception of Clarion, all of the towns of Wright County are located near the edge of the county; none are located in the northwest corner of the county.

All of the independent schools and the one consolidated school maintain a four year high school. Eagle Grove maintains a junior college.

TABLE 3

POPULATION OF TOWNS, NUMBER AND TYPE OF SCHOOLS IN WRIGHT COUNTY, IOWA, 1940*

Town	Population	Independent	Consolidated	Two Room
Belmond	2,109	x		
Clarion	2,971	x		
Dows	945	x		
Eagle Grove	4,024	x		
Galt	156			x
Goldfield	715	x		
Rowan	316		x	
Woolstock	271	x		

*--Source of Information: Iowa Official Register, 1941-1942, p. 197. Des Moines, Iowa: The State of Iowa, 1942.

The general trend in rural school enrollment for the past eight years has been downward as is indicated in Table 4. One exception to the downward trend is in Belmond Township, which showed an increase in enrollment from 106 in 1941 to 132 in 1947. However, the number decreased again by 1949 and although the Table does not indicate it, the enrollment in Belmond Township was even less at the end of the 1949-1950 school year. Two of the rural schools in Belmond Township were closed during 1949-1950 with the pupils going to the Belmond schools for the remainder of the year. By the end of the school year 1949-1950, there were only fifty-three

pupils enrolled in the Belmond Township rural schools.

TABLE 4

RURAL SCHOOL ENROLLMENT BY TOWNSHIP
IN WRIGHT COUNTY, IOWA, 1941-1949*

Township	Date				
	1940-41	1942-43	1944-45	1946-47	1948-49
Belmond	106	112	125	132	87
Blaine	32	12	--	--	--
Boone	42	16	8	--	--
Dayton	89	85	75	67	72
Eagle Grove	62	41	43	35	28
Grant	82	99	76	84	81
Iowa	29	27	29	11	--
Lake	82	81	62	65	74
Liberty	63	71	53	44	33
Lincoln	93	98	78	77	52
Norway	87	80	62	62	81
Pleasant	84	91	80	78	105
Troy	80	93	77	74	71
Vernon	85	85	56	35	12
Wall Lake	101	70	84	63	59
Woolstock	77	50	36	31	37
Total	1194	1111	944	858	792

*--Source of Information: Files in the Office of County Superintendent of Schools.

Another exception to the general decrease in enrollment was noted in the Pleasant Township schools. During the 1946-1947 school year the enrollment was seventy-eight, but in 1948-1949, the enrollment had increased to 105. The increase was partly due to normal increase in births or to a shifting population which resulted in exceptionally large first grade enrollments for two consecutive years. In the fall of 1948 there were thirty-five first graders enrolled, and in the fall of 1949, there were twenty-nine first graders

enrolled. Both of these figures were considerably above the average grade enrollment in the Pleasant Township schools.

The total decrease in rural enrollment for the eight years covered by Table 4 was 402 pupils, or 33 percent of the total enrollment during the 1948-1949 school year. The main reason for this large decrease in enrollment was the closing of many of the rural schools. During the 1940-1941 school year there were ninety-three rural schools open in the county. By the end of the 1946-1947 school year the number of schools open had decreased to seventy-two, and by the end of 1948-1949 school year there were only sixty schools open.[1] Only fifty-three rural schools are scheduled to open in Wright County in the fall of 1950. This shows that forty schools were closed over a period of eight years or an average of five schools per year.

By June 30, 1950, sixty-nine rural schools had been closed in the county. Of that number, thirty-eight of the school buildings were still standing, unused. The remaining thirty-one had been sold. As is shown in Table 4, all of the rural schools have been closed in three of the townships, Boone, Blaine and Iowa.[2]

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[1]The Annual Report of the County Superintendent of Schools, Wright County, Iowa, June, 1949.

[2]The Annual Report of the County Superintendent of Schools, Wright County, Iowa, June, 1950.

The total rural school enrollment for the school year 1948-1949 was 792 pupils. The average daily attendance for all of the rural schools was 719.4 which was 72.6 less than the enrollment. The average percent of attendance in the rural schools was 91 percent. This appears to be a rather low figure, but this is due to the fact that the enrollment figure includes all students, no matter how long they actually were in attendance at the school. Many pupils either entered or withdrew from the school during the year and were thus included in the enrollment figure. Many of the rural population tend to move from one area to another, thus causing the larger than usual enrollment figure.

The total enrollment of the rural schools divided by the number of schools in operation shows that the average number of pupils per school was slightly over thirteen. This figure included the town of Galt which had a two room elementary school. The average number of pupils per rural school for the past eight years was found to be twelve and seven-tenths.

Table 5 shows the enrollment per grade in the rural schools of Wright County for the school year 1949-1950. The extremes of enrollment, per school, range from a low of six to a high of twenty-two. Three of the schools were found to have enrollments of six pupils each, two had enrollments of seven each, four had enrollments of eight each, while six

schools had enrollments of only nine each.

The Table also indicated the extremely small number of students enrolled in each grade. It was possible for each of the fifty-seven schools to provide nine classes each or a total of 513 classes in which students might be enrolled. However, there was a total of 141 classes with no one enrolled, which left 372 classes with students actually enrolled. There was a total of 159 classes with only one pupil enrolled, or 42 percent of the total classes which had students enrolled. Classes having two students enrolled numbered 130 or 35 percent of the total classes. Thus during the school year 1949-1950, in Wright County rural schools there were 159 students, or 21 percent of the total rural enrollment, who had no classmates. A total of 260 pupils, or 37 percent of the total rural enrollment, were enrolled in classes with only two students.

In a summary of the enrollments of the town elementary schools in Wright County for the period 1941 to 1949, it was found that there was a general increase in enrollment. The total enrollment increased from 1862 in 1941 to 2344 in 1949, as is shown in Table 6. The total increase was 482 pupils, or 25 percent. With the exception of Eagle Grove and Galt, all of the town schools had a fairly gradual increase in enrollment during this time. Dows had the greatest increase, with an increase of 177, or 106 percent. Belmond

TABLE 5

ENROLLMENT PER GRADE IN THE RURAL ELEMENTARY SCHOOLS OF WRIGHT COUNTY, IOWA, 1949-1950*

School	Grade									
	Kinder-garten	1	2	3	4	5	6	7	8	Total
Belmond 1	0	0	1	3	0	2	1	0	1	8
Belmond 2	2	0	2	2	2	0	0	2	2	12
Belmond 3	3	3	0	2	2	1	1	0	1	13
Belmond 5	0	1	3	0	2	3	1	2	1	13
Belmond 6	4	2	1	0	1	1	0	2	0	11
Belmond 9	1	0	0	2	2	1	2	0	1	9
Dayton 2	1	3	2	3	3	1	0	3	0	16
Dayton 3	1	1	1	0	0	0	0	2	1	6
Dayton 4	0	5	0	2	2	2	1	4	2	18
Dayton 6	0	2	0	3	1	2	0	2	0	10
Dayton 7	1	2	1	1	1	1	0	0	0	7
Eagle Grove 1	0	2	1	0	0	1	2	0	0	6
Eagle Grove 4	0	3	0	0	1	1	0	3	0	8
Eagle Grove 6	1	1	1	0	1	1	1	1	2	9
Galt Independent	4	4	2	7	1	5	2	2	3	30
Grant 1	0	1	0	1	2	2	0	2	1	9
Grant 3	4	2	2	3	1	1	3	2	0	18
Grant 6	1	3	0	0	3	1	2	1	1	12
Grant 7	1	0	4	1	0	1	3	2	2	14
Lake 1	0	1	1	2	2	0	2	2	2	12
Lake 2	4	5	2	1	1	0	0	0	0	13
Lake 5	3	3	5	3	1	2	2	1	0	20
Lake 9	0	3	1	4	3	1	1	4	0	17
Liberty 5	1	4	9	2	0	1	1	1	2	12
Liberty 6	4	0	4	2	3	1	4	1	3	22
Lincoln 2	3	0	4	2	2	3	1	2	3	20
Lincoln 6	2	0	0	2	0	1	3	2	2	12
Lincoln 7	0	1	0	0	1	2	2	2	1	9
Lincoln 8	1	1	1	1	1	0	2	0	0	7

TABLE 5--Continued

School	Grade									
	Kinder-garten	1	2	3	4	5	6	7	8	Total
Norway 3	1	2	3	0	1	0	4	1	1	13
Norway 4	0	0	2	1	1	0	2	2	4	12
Norway 5	2	4	5	3	2	2	1	1	0	20
Norway 6	3	1	2	4	0	0	1	0	2	12
Norway 8	3	1	2	2	1	1	2	2	1	15
Pleasant 1	5	0	2	2	5	1	1	0	0	16
Pleasant 2	3	3	4	1	3	0	0	1	0	15
Pleasant 3	1	3	4	1	4	2	0	2	0	17
Pleasant 4	1	3	1	2	1	1	1	1	0	11
Pleasant 5	1	3	3	0	1	3	0	0	3	14
Pleasant 6	3	1	1	1	4	1	1	0	2	14
Pleasant 8	2	2	3	0	2	2	2	3	1	17
Troy 2	1	3	2	2	0	0	0	1	0	9
Troy 4	2	1	1	1	2	3	1	0	2	13
Troy 6	1	1	2	0	0	1	0	3	0	8
Troy 8	3	3	6	3	0	1	0	1	2	19
Troy 9	1	1	0	1	0	1	1	1	0	6
Vernon 6	1	0	1	1	1	3	0	1	0	8
Wall Lake 2	3	2	1	0	2	2	2	2	1	15
Wall Lake 3	1	2	0	2	2	2	1	0	1	11
Wall Lake 5	2	0	2	2	3	0	0	0	1	10
Wall Lake 8	0	1	3	0	1	0	2	1	2	10
Wall Lake 9	1	0	3	0	1	0	0	2	2	9
Woolstock 1	1	2	2	0	2	0	1	0	0	8
Woolstock 2	3	0	1	1	1	1	1	0	0	8
Woolstock 3	1	2	0	2	4	1	0	2	2	14
Woolstock 7	4	0	0	2	2	1	1	2	1	13

*--Source of Information: Files in the Office of the County Superintendent of Schools.

had an increase of about 40 percent, while Galt had a decrease of about 30 percent.

TABLE 6

ENROLLMENT TRENDS IN TOWN ELEMENTARY SCHOOLS
WRIGHT COUNTY, IOWA, 1941-1949*

Town	School Year Ending				
	1941	1943	1945	1947	1949
Belmond	316	307	327	357	444
Clarion	421	469	494	484	510
Dows	166	176	214	285	341
Eagle Grove	512	550	538	548	587
Galt	51	38	41	31	35
Goldfield	150	122	138	170	191
Rowan	112	117	114	114	134
Woolstock	54	66	81	102	102
Total	1862	1845	1947	2090	2344

*--Source of Information: Files in the Office of the County Superintendent of Schools.

TABLE 7

ENROLLMENT TRENDS IN TOWN AND CONSOLIDATED SECONDARY SCHOOLS, WRIGHT COUNTY, IOWA, 1941-1949*

Town	School Year Ending				
	1941	1943	1945	1947	1949
Belmond	185	188	153	178	197
Clarion	334	323	300	357	335
Dows	167	139	136	129	123
Eagle Grove	505	434	378	357	354
Galt	18	20	---	---	---
Goldfield	89	79	68	72	77
Rowan	73	53	49	45	41
Woolstock	33	52	44	40	48
Total	1404	1288	1128	1178	1175

*--Source of Information: Files in the Office of the County Superintendent of Schools.

Table 7 indicates that the secondary school enrollment for Wright County from 1941 to 1949 has shown a rather steady decrease. The total decrease of enrollment for the

period covered was 229, or 16 percent. Belmond and Woolstock had the only noticeable increase in enrollment; however, it was very slight. Clarion remained essentially the same during the period, with a slight decrease in enrollment during the 1944-1945 school year. The greatest decrease in enrollment was in the Eagle Grove schools, where the decrease was 171 pupils, or 33 percent. Dows had a decrease of enrollment of 44 pupils, or 26 percent. Galt discontinued its high school in 1944.

TABLE 8

GRADE DISTRIBUTION OF PUPILS IN THE ELEMENTARY AND SECONDARY SCHOOLS OF WRIGHT COUNTY, IOWA, 1948-1949*

Grade	Rural Schools	Town Schools	Total
Primary	--	258	258
1	220	322	542
2	98	257	355
3	105	282	387
4	79	269	348
5	71	239	310
6	87	250	337
7	67	240	307
8	65	222	287
9	--	307	307
10	--	292	292
11	--	273	273
12	--	303	303
Total	792	3484	4311

*--Source of Information: Files in the Office of the County Superintendent of Schools.

The grade distribution for the pupils in the elementary and secondary schools of Wright County for the school

year 1948-1949, is shown in Table 8. The highest enrollment in both the rural and the town schools was found to be in the first grade. A total of 542 pupils was enrolled in the first grade which was 155 more than the next closest ranking class. Of the total enrollment, 13 percent was found in the first grade. According to statistics, the first grade enrollment is expected to increase yearly until 1952 which is to be the peak year. The eighth grade had the lowest enrollment in both the town and rural schools.

Table 8 indicates that 792 pupils were enrolled in the rural schools, which was 19 percent of the total school enrollment.

The summary of the enrollment trends by grades for the years 1941 through 1949 is shown in Table 9. The Table indicates that the total enrollment tended to decline from 1941 to 1945, but from 1945 to 1949, there has been a continuous increase. The lower elementary grades reflect the increase in enrollment following the war, while the upper elementary and high school grades decreased in enrollment. The high school enrollment will probably remain about the same or show a slight increase for the next seven or eight years. The increased enrollment in the present primary grades will move on through the grades and should reach the high school level about 1958. Therefore, any group planning a reorganization of school districts should bear in mind the

increase in enrollment due to the increased birth rate following World War II.

TABLE 9

ENROLLMENT TRENDS BY GRADE IN SCHOOLS OF WRIGHT COUNTY, IOWA, 1941-1949*

Grade	School Year Ending				
	1941	1943	1945	1947	1949
Kindergarten	157	192	184	193	258
1	429	428	480	549	542
2	323	323	371	354	355
3	339	328	310	323	387
4	382	315	291	336	348
5	357	327	306	306	310
6	340	390	303	291	337
7	341	320	307	301	307
8	388	324	339	290	387
9	378	320	323	291	307
10	351	340	289	359	292
11	352	330	259	274	273
12	323	298	257	254	303
13--14	60	122	---	82	91
K-6	2327	2302	2245	2352	2537
7-12	2133	1941	1774	1774	1774
7, 8, 9	1107	973	969	882	906
10, 11, 12	1026	968	805	892	868
K-8	3056	2956	2891	2948	3136
9-12	1404	1111	1128	1178	1175
K-12	4460	4244	4019	4126	4311

*--Source of Information: Files in the Office of the County Superintendent of Schools.

School Finance in Wright County

One of the many reasons for the reorganization of school districts in Iowa, as well as other states, has been to provide for equalization of support of the schools. However, the inequitable distribution of the burden for the

support of schools has also been a serious obstacle to the school district reorganization movement. The general property tax has been the chief source of school revenue in the State of Iowa. However, the high value of the fertile land and the farm equipment makes the assessed valuation of property per child of school age much higher in the rural areas than in the town districts.

In 1940, the value of farm property per farm child was $7,050.00 compared to only $2,362.00 as the value of non-farm taxable property per child. These figures showed that the value of farm property per child was practically three times as great as the valuation per child in the non-farm districts. In 1945, the value of farm property was 3.12 times as great as the valuation of non-farm property per child. Because a uniform tax rate is levied on all property in the district and because practically all of the money from property taxes goes to the support of schools, the farm population actually must pay about three times as much for the education of each of its children as does the non-farm population for each of its children. It was found by W. H. Lancelot of Iowa State College, Ames, Iowa, that in 191 consolidated districts in the State of Iowa, the taxes paid by farm owners were sufficient to cover the cost of education of all the farm children and in addition, 61.6 percent of the cost of educating all the non-farm children.[1]

[1]Dawson, Reeves, and others, op. cit., p. 174.

Probably the issue of taxation would not be such a major issue, if the relative incomes of the rural and urban populations were more nearly the same. In no year prior to 1930, was the income of farm people per child as much as 60 percent of the income per child of the non-farm population of Iowa. Only during the years 1942 and 1943, did the income per child of the farm population exceed that of the non-farm population. For the six years during World War II, 1940-1946, the farm income per child averaged 91 percent of that of the non-farm population in the State of Iowa.

The average Iowa farmer is probably in better financial condition today than in any time in history, although the net income of the farmer does not equal the average net income of the non-farm population.[1] However, the farm mortgage indebtedness has shown a steady decline and is now the lowest since 1910.

The Fifty-first General Assembly in 1945 provided a fund of $500,000 to be applied to reduce taxation on agricultural lands for school purposes. A tax ceiling of fifteen mills on agricultural land for school purposes was established, the state undertaking to pay the difference between the amount raised by this millage rate and the one prevailing in the particular school district.[2]

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[1] Iowa Yearbook of Agriculture, 1948, op. cit., p. 14.

[2] School Laws of Iowa, 1948, op. cit., p. 331.

TABLE 10

COMPARISON OF AREA AND GENERAL FUND TAX LEVIES OF TOWN INDEPENDENT AND CONSOLIDATED SCHOOL DISTRICTS IN WRIGHT COUNTY, IOWA, 1949*

District	Area in Square Miles	Tax Levy in Dollars	Tax Levy in Mills
Belmond	5.5	$ 64,402.00	48.6
Clarion	12.2	96,998.00	39.7
Dows	9.8	19,906.00	28.7
Eagle Grove	10.7	121,329.00	43.7
Galt	4.7	7,841.00	30.0
Goldfield	13.3	33,192.00	32.9
Rowan (Cons.)	25.0	32,779.00	30.4
Woolstock	4.0	15,313.00	58.8
Total	82.2	$393,829.00	38.9 (Av.)

*--Source of Information: Files in Office of the County Superintendent of Schools.

Table 10 shows the comparison in size of the town independent and consolidated school districts of the county. The Rowan school district had the largest area. However, it was a consolidated district and would be expected to be larger than the other districts. All of the districts contain considerably more land than the corporation itself. The smallest district in area was Woolstock with an area of four square miles. However, the area of the corporation was only one square mile.

The tax levy in dollars showed a range from only $7,841.00 in the Galt district to a high of $121,329.00 in the Eagle Grove district. The levy at Galt was low because it operated only a two room elementary school. The high school students were sent to the Clarion High School. The

Galt district paid the tuition and transportation to the Clarion school. The students were carried in the Clarion school buses. The tax levy in mills showed a wide range from a low of 28.7 at Dows to a high of 58.8 at Woolstock. The average millage rate for all of the independent and consolidated schools was 38.9 mills.

A very wide range in both the general fund levy in dollars and in mills in the rural districts is shown in Table 11. The general fund levy varied from $2,897.00 in Iowa Township to $23,996.00 in Belmond Township. However, if the subdistricts in Lincoln and Vernon Townships are considered individually, it was found that Lincoln Number 9 had a general fund levy of only one hundred dollars. The school in Lincoln Number 9 was closed and the money in the fund was used to pay the secretary of the district and partially to maintain the building. Belmond Township had eight schools open, which was the highest number of rural schools open in any district in the county. This accounts for the high general fund tax levy.

The millage in the rural districts of Wright County illustrated very well the fact that there is a wide range of tax rates within the State of Iowa. The tax levy in mills ranged from a low of only six-tenths mills in Lincoln Number 9 District to a high of 21.8 mills in Lincoln Number 6 District. The average tax levy in mills for the rural schools

TABLE 11

COMPARISON OF AREA AND GENERAL FUND TAX LEVIES IN RURAL DISTRICTS OF WRIGHT COUNTY, IOWA, 1949*

District	Area in Square Miles	Tax Levy in Dollars	Tax Levy in Mills
Belmond	34.0	$23,996.00	14.0
Blaine	23.2	11,002.00	12.0
Boone	36.0	13,257.00	9.7
Dayton	33.0	19,995.00	14.6
Eagle Grove	21.5	13,413.00	14.6
Grant	33.9	19,001.00	13.3
Iowa	6.8	2,897.00	7.7
Lake	34.5	17,113.00	12.3
Liberty	27.0	11,501.00	10.6
Lincoln 1	4.0	2,000.00	10.4
Lincoln 2	4.2	2,650.00	12.7
Lincoln 4	5.0	2,200.00	11.5
Lincoln 5	4.0	871.00	4.7
Lincoln 6	4.0	3,581.00	21.8
Lincoln 7	4.0	3,220.00	20.1
Lincoln 8	4.0	3,024.00	20.3
Lincoln 9	4.0	100.00	.6
Norway	36.0	17,999.00	12.5
Pleasant	29.0	18,003.00	14.3
Troy	36.0	18,998.00	11.5
Vernon 1	4.0	978.00	7.7
Vernon 2	4.0	2,460.00	18.9
Vernon 3	4.0	2,000.00	12.3
Vernon 4	4.0	1,232.00	8.4
Vernon 5	4.0	2,801.00	18.8
Vernon 6	4.0	3,010.00	18.4
Vernon 7	4.0	870.00	5.8
Vernon 8	4.0	990.00	5.9
Vernon 9	4.0	1,000.00	6.3
Wall Lake	36.0	15,082.00	11.0
Woolstock	32.0	14,144.00	12.0
Total	488.1	$257,299.00	12.1 (Av.)

*--Source of Information: Files in the Office of the County Superintendent of Schools.

of the county was 12.1.

It was found that the average general fund tax levy in mills was slightly more than three times as large in the town and consolidated school districts as it was in the rural school districts. The average general fund tax levy in mills for the entire county was twenty-one mills.

With exception of three townships, the area of all of the rural districts was essentially the same. Iowa Township district was small because a large share of the township was within the Rowan Consolidated School District. The individual school districts within Vernon and Lincoln Townships were small because these two townships operated their schools on the subdistrict plan. It was noted that the independent districts contained considerably more area than just the area of the corporation.

Table 12 shows the comparison of the assessed valuation of the town independent and consolidated school districts. Eagle Grove had the highest valuation which was almost one-third of the valuation of the entire county. The lowest assessed valuation was in Woolstock with Galt having very nearly the same valuation. Both the Galt and Woolstock school districts are very small in area, which along with the small number of homes and business establishments, accounts for the low valuation. The corporation of Goldfield is not much larger than that of Woolstock, yet the assessed valuation of

Goldfield is considerably larger than that of Woolstock. This is due to the fact that the school district of Goldfield is much larger than that of Woolstock. The area of the Goldfield school district was over thirteen square miles, while the area of the corporation of Goldfield was only a little over one square mile. The area of the Woolstock school district was four square miles, while the area of the corporation was about one square mile.

TABLE 12

ASSESSED VALUATION AND VALUATION PER CENSUS CHILD IN TOWN AND CONSOLIDATED SCHOOLS OF WRIGHT COUNTY, IOWA, 1949*

District	Assessed Valuation	School Census 5-21 Yrs.	Assessed Valuation Per Census Child
Belmond	$1,325,408.00	589	$2250.00
Clarion	2,443,274.00	825	2961.00
Dows	692,611.00	236	2935.00
Eagle Grove	3,005,593.00	1044	2878.00
Galt	261,352.00	56	4667.00
Goldfield	1,005,583.00	218	4566.00
Rowan	1,078,250.00	182	5926.00
Woolstock	260,463.00	95	2742.00
Total	$9,809,089.00	3245	$3615.00 (Av.)

*--Source of Information: Files in the Office of County Superintendent of Schools.

The assessed valuation per census child in the town independent and consolidated school districts was fairly uniform with the exception of the towns of Galt, Rowan, and Goldfield. The reason for the high valuation per census child in Galt is the low census figure. The towns of Rowan

and Goldfield, have fairly large districts in area, but the populations of the towns are rather small, thus giving a high assessed valuation per census child. The town of Belmond had the lowest assessed valuation per census child of $2250.00 per child. The average for all of the town independent and consolidated schools of the county was $3615.00.

The assessed valuation per census child in the rural districts as shown in Table 13, ranged from a low of $8529.00 per child in Iowa Township, to $30,677.00 per child in Lincoln Number 5. The average valuation per census child in the rural school districts was $10,452.00.

The total assessed valuation for the county was found to be $30,294,871.00. It was discovered that 66 percent of the total valuation was in the rural districts, with the remaining 34 percent in the town independent and consolidated districts. Thus in Wright County, the rural districts had almost exactly twice the valuation of the urban districts. This was true in spite of the fact that many of the town independent and consolidated districts contained considerable farming area within their districts.

The average assessed valuation per census child in the rural districts was $10,452.00, compared to $3,615.00 in the town independent and consolidated school districts. It was found that the assessed valuation per census child in the rural districts was 2.9 times as high as the assessed valua-

TABLE 13

ASSESSED VALUATION AND VALUATION PER CENSUS CHILD IN RURAL DISTRICTS OF WRIGHT COUNTY, IOWA, 1949*

District	Assessed Valuation	School Census 5-21 Yrs.	Assessed Valuation Per Census Child
Belmond	$1,712,764.00	177	$ 9,676.00
Blaine	910,773.00	86	10,580.00
Boone	1,363,921.00	149	9,154.00
Dayton	1,379,927.00	147	9,152.00
Eagle Grove	919,956.00	72	12,770.00
Grant	1,427,593.00	144	9,913.00
Iowa	375,267.00	44	8,529.00
Lake	1,385,705.00	123	11,265.00
Liberty	1,076,863.00	96	11,217.00
Lincoln 1	193,230.00	18	10,735.00
Lincoln 2	209,161.00	24	8,715.00
Lincoln 4	190,808.00	17	11,224.00
Lincoln 5	184,062.00	6	30,677.00
Lincoln 6	163,822.00	26	6,300.00
Lincoln 7	160,437.00	23	6,975.00
Lincoln 8	149,091.00	16	9,318.00
Lincoln 9	155,644.00	7	22,235.00
Norway	1,441,065.00	148	9,738.00
Pleasant	1,263,350.00	143	8,907.00
Troy	1,654,920.00	125	13,240.00
Vernon 1	126,959.00	8	15,869.00
Vernon 2	145,848.00	20	7,292.00
Vernon 3	162,978.00	20	8,148.00
Vernon 4	146,316.00	10	14,631.00
Vernon 5	148,658.00	23	6,463.00
Vernon 6	163,407.00	22	7,428.00
Vernon 7	147,988.00	6	24,995.00
Vernon 8	168,453.00	15	11,230.00
Vernon 9	157,996.00	9	17,555.00
Wall Lake	1,363,644.00	126	10,820.00
Woolstock	1,173,788.00	101	11,621.00
Total	$20,485,782.00	1951	$10,452.00 (Av.)

*--Source of Information: Files in the Office of the County Superintendent of Schools.

tion per census child in the town districts. These figures are in line with the general comparison of town and rural districts for the State of Iowa as a whole.

Table 14 shows the classification of the school districts of Wright County, based on assessed valuation per census child. It was found that five of the eight town districts had valuations of from $2,000.00 to $3,000.00 per census child. Four of these five towns were those having the largest population in the county, namely: Belmond, Clarion, Eagle Grove, and Dows. Galt and Goldfield had valuations between $4,000.00 and $5,000.00 per census child. The one school in the $5,000.00 to $6,000.00 bracket was the Rowan Consolidated School. All of the rural districts had greater valuations per census child than any of the town school districts.

The range of assessed valuations per census child in Wright County was from a low of $2,250.00 to a high of $30,677.00 per child. It was found that a total of 2,789 children, or 53.7 percent of the total school census, were in districts having an assessed valuation per child of from $2,000.00 to $3,000.00. It was also found that 41.8 percent of the total school census population, were in districts having an assessed valuation per child of from $4,000.00 to $12,000.00. Only six districts of the total of thirty-nine school districts in the county, had an evaluation of over

$14,000.00 per census child. These six districts had only .7 percent of all of the census children of the county.

TABLE 14

CLASSIFICATION OF DISTRICTS BY ASSESSED VALUATION PER CENSUS CHILD, WRIGHT COUNTY, IOWA, 1949*

Assessed Valuation Per Census Child	Number of Children	Percent of Children	Number of Districts
2000-2999	2789	53.7	5
3000-3999	---	----	0
4000-4999	274	5.3	2
5000-5999	182	3.5	1
6000-6999	72	1.4	3
7000-7999	42	.8	2
8000-8999	231	4.4	4
9000-9999	781	15.0	6
10000-10999	230	4.4	3
11000-11999	362	7.0	5
12000-12999	72	1.4	1
13000-13999	125	2.4	1
14000-14999	10	.18	1
15000-15999	8	.1	1
17000-17999	9	.1	1
22000-22999	7	.1	1
24000-24999	6	.11	1
30000-31000	6	.11	1
Total	5196	100.0	39

*Source of Information: Files in the Office of the County Superintendent of Schools.

Table 15 shows that there was a general rise in the general fund levies in the town schools of the county from 1941 to 1949. The rise was largely due to the general rise in teachers' salaries. Dows however did show a decline in general fund levies from 1947 to 1949.

TABLE 15

GENERAL FUND TAX LEVIES IN TOWN AND CONSOLIDATED SCHOOLS OF WRIGHT COUNTY, IOWA, 1941-1949*

School	1941	1943	1945	1947	1949
Belmond	$20,400	$27,725	$40,063	$49,484	$64,402
Clarion	48,288	54,589	71,490	78,999	96,998
Dows	18,500	20,319	28,528	26,000	19,906
Eagle Grove	66,500	72,000	75,004	85,996	131,329
Galt	6,000	5,440	7,668	5,899	7,841
Goldfield	16,500	18,251	22,001	25,166	33,102
Rowan	15,500	17,000	20,003	21,248	32,779
Woolstock	6,400	7,680	10,471	13,561	15,313
Total	$198,088	$223,004	$267,560	$300,444	$393,829

*--Source of Information: File in the Office of the County Superintendent of Schools.

It was discovered that the general fund tax levies increased 46 percent from 1941 to 1949 over the 1941 figure. During the same period the assessed valuation of the town school increased only 19 percent over the 1941 figure. Therefore, because the school costs increased at a higher rate than did the assessed valuations of the county, the tax rate in mills in the town independent and consolidated schools increased considerably during the period 1941 to 1949. In fact the average millage rate in 1941 for the town schools was 13.7 and in 1949 the average for the town schools was 42.93, which was an increase of about 45 percent over the 1941 amount.

The total bonded indebtedness of the town schools of Wright County, from 1941 to 1949, remained about the same as Table 16 shows. At the present rate of retiring bonds

TABLE 16

COMPARISON OF BONDED INDEBTEDNESS OF THE TOWN SCHOOLS OF WRIGHT COUNTY, IOWA, 1941-1949*

School	1941	1943	1945	1947	1949
Belmond	$52,436	$45,000	$37,000	$29,000	$21,000
Clarion	67,000	53,000	43,000	33,000	23,000
Dows	18,000	15,000	12,000	16,500	11,000
Eagle Grove	57,000	37,000	157,000	140,000	133,000
Galt	------	------	------	------	------
Goldfield	------	------	------	------	------
Rowan	3,000	1,000	------	------	------
Woolstock	18,000	16,000	14,000	12,000	11,000
Total	$215,436	$177,000	$263,000	$230,500	$248,000

*--Source of Information: Files in the Office of the County Superintendent of Schools.

the schools of Dows, Clarion, and Belmond will be free of debt about 1952. At the present rate, Woolstock and Eagle Grove will be debt free about 1960. Both Clarion and Eagle Grove are planning a building program for the summer of 1950. Rowan just completed a new gymnasium for which the bonded indebtedness does not appear on the Table. The debt for Rowan in 1950 was $50,000.

The legal limit for bonded indebtedness for any school is found by multiplying the assessed valuation by one and two-thirds, which gives the actual valuation. To this number is added the total monies and credits. Five percent of the total is the amount to which a school district may be indebted for bonds. According to the above formula, Wright County as a whole was well below the legal limit. Eagle Grove, with the greatest debt, was well below the legal limit

of $301,971 as established by law for the Eagle Grove district.

TABLE 17

COMPARISON OF ASSESSED VALUATION AND MILLAGE RATES IN ALL SCHOOL DISTRICTS OF WRIGHT COUNTY, IOWA 1948-1949 and 1949-1950*

District	1948-1949		1949-1950	
	Assessed Valuation	Mills	Assessed Valuation	Mills
Belmond	$1,325,508.00	53.7	$2,150,332.00	32.9
Clarion	2,443,274.00	44.0	3,755,778.00	26.4
Dows	692,611.00	32.5	1,456,853.00	23.3
Eagle Grove	3,005,593.00	48.3	5,183,775.00	27.4
Galt	261,352.00	30.0	355,136.00	23.7
Goldfield	1,005,390.00	35.4	1,385,467.00	20.5
Rowan	1,070,250.00	33.7	1,624,610.00	23.5
Woolstock	260,463.00	65.3	356,943.00	49.8
Rural	20,485,782.00		29,010,958.00	
Average	(Rural)	12.0		10.9
	(Town)	44.1		28.4

*--Source of Information: Files in the Office of the County Superintendent of Schools.

The purpose of Table 17 is to show the effect of the reassessment of property of the county. The total assessed valuation of the independent and consolidated school districts of the county was increased by $6,114,560.00, or a rise of 38 percent over the 1949 valuation. The total general fund levy in dollars for the town independent and consolidated schools of the county for 1949-1950 was $372,015.00 as compared to $393,829.00 for the year 1948-1949. Thus the total general fund levy was decreased while the total assessed

valuation increased, which resulted in a considerable decrease in the millage rates. In 1949 the millage rates for the town schools averaged 44.1 mills, and in 1950, the rate had decreased to an average of 28.4 mills, which was a decrease of 36 percent.

In 1949 the total assessed valuation of all rural school districts was $20,485,782.00 compared to $29,010,740.00 in 1950. This decrease amounted to $8,524,958.00 or 29 percent. The same years, the total general fund levy for the rural schools increased from $257,229.00 in 1949 to $324,300.00 in 1950. This was a 20 percent increase. Because of increased general fund expenses, therefore, the average rural district millage rate decreased only one and one-tenth mills, in spite of the large increase in assessed valuation of rural districts.

Wright County has adequate financial resources to support a sound educational program. The problem thus becomes one of providing an equitable basis for school support, so that both rural and urban taxpayer shall pay his share of the cost of educating the children of the county.

Instructional Personnel of the Wright County Schools

The problem of reorganization involves more than the physical manipulation of the size of the school district or the building of new buildings. Educators realize that the quality of the instructional personnel of a school has a

great effect on the final result of the educational program. One of the reasons for the reorganization movement was to decrease the per pupil cost of education by increasing the number of students taught by each teacher. Equally important has been the effort to secure better qualified teachers.

During the school year 1948-1949, there was a total of 155 teachers and administrators employed by the seven town independent and consolidated schools of Wright County. The same year there were sixty-two rural teachers employed by sixteen rural school districts, which made a total of 217 teachers and administrators employed in twenty-three school districts in the county.

It is of interest to compare the average teacher load in the town and rural schools of the county. Table 18 shows the enrollment, number of teachers, and the enrollment per teacher in the county from 1930 to 1949. There was a very general decrease in the total enrollment of the rural schools as well as a decrease in the number of teachers employed to teach the rural schools. This was due to the closing of some of the rural schools. In general, the average enrollment per teacher in the rural schools showed a gradual decline. The average number of pupils per teacher in the rural schools was sixteen in 1930, while it was 12.2 in 1946. The average number of pupils per teachers in the rural schools was 13.8 during the period covered by the Table.

TABLE 18

COMPARISON OF PUPILS PER TEACHER IN THE SCHOOLS OF WRIGHT COUNTY, IOWA, 1930-1949*

Year Ending	Enrollment		Teachers		Pupils Per Teacher (Av.)	
	Rural	Town	Rural	Town	Rural	Town
1930	1959	3425	122	150	16.0	22.8
1931	1998	3381	122	144	16.5	23.5
1932	1890	3428	121	139	15.6	24.7
1933	1775	3519	116	139	15.3	25.3
1934	1695	3486	117	136	14.5	25.6
1935	1624	3544	115	145	14.1	24.4
1936	1571	3518	111	145	15.9	24.2
1937	1522	3493	109	144	13.9	23.4
1938	1412	3389	107	149	13.2	22.8
1939	1387	3343	100	149	13.8	22.4
1940	1240	3344	95	149	13.1	22.4
1941	1194	3266	93	153	12.8	21.3
1942	1132	3227	91	155	12.4	20.8
1943	1111	3133	87	152	12.7	20.6
1944	1005	3034	80	143	12.5	21.2
1945	985	3034	76	138	12.9	21.9
1946	907	3194	74	144	12.2	22.1
1947	889	3237	71	147	12.5	22.9
1948	890	3343	69	151	12.9	22.1
1949	827	3484	62	155	13.2	23.7

*--Source of Information: Files in the Office of the County Superintendent of Schools.

During the same period, the total town enrollment remained approximately the same with the lowest enrollment occurring during the period 1943 to 1946. The average enrollment per teacher in the town schools was 22.9, which was almost double the number in the rural schools of the county.

TABLE 19

COMPARISON OF ENROLLMENT PER TEACHER IN THE TOWN SCHOOLS OF WRIGHT COUNTY, IOWA, 1948-1949[a]

School	Elementary			Secondary		
	Number of Teachers	Total Enrollment	Enrollment Per Teacher	Number of Teachers	Total Enrollment	Enrollment Per Teacher
Belmond	12	444	36.1	11	197	17.9
Clarion	18	510	38.4	18	335	18.6
Dows	10	341	34.1	7	123	17.6
Eagle Grove[b]	16	587	36.6	31	560	18.0
Goldfield	5	191	38.2	5	77	15.4
Rowan	4	134	36.0	4	41	10.2
Woolstock	3	102	34.0	4	48	12.0
Total	68	2194	32.1 (Av.)	80	1381	17.2 (Av.)

[a]--Source of Information: Files in the Office of the County Superintendent of Schools.

[b]--Elementary teachers and enrollment, includes grades kindergarten through the sixth grade. Secondary figures include seventh through the two year Junior College.

A further analysis of the comparison of pupils per teacher is shown in Table 19. This Table shows the pupil-teacher ratio in the town schools. During the school year 1948-1949, it was found that the average number of pupils enrolled per teacher in the town elementary schools was 32.1. It was discovered that the enrollment per teacher in the town elementary schools was almost two and one-half times as great as the enrollment per teacher in the rural elementary

schools of the county. It was noted that the two largest schools in the county, Clarion and Eagle Grove, had the lowest number enrolled per elementary teacher.

However, on the secondary level it was found that the larger schools in the county had the greatest number of students enrolled per teacher. The average enrollment per teacher on the secondary level was only 17.2, which was just slightly more than half the number found on the elementary level. This condition is partly due to the fact that a number of teachers listed as high school teachers also taught in the elementary grades in such areas as music and physical training.

Usually the largest expenditure in the general fund of a school budget is for instruction, a large portion of which is expended for teachers' salaries. Table 20 shows a comparison of the average teacher salaries, on the elementary and secondary level for the town schools of the county for the school year 1948-1949. The average salaries of the elementary school teachers did not indicate a wide range; however, there were individual cases which showed a wider range. The highest salary paid an elementary teacher was $3200, while the lowest salary was $1800. This great range was due to the experience of the teachers involved. In general the larger schools paid the larger teacher salaries. On the secondary level, the average teacher

salary was found to be $2784 per year, while the range was from $2300 to $4225. With one exception, the larger schools paid the higher secondary teacher salaries. The superintendent salaries ranged from $3840 to $6000 per year.

TABLE 20

COMPARISON OF TEACHER SALARIES IN TOWN SCHOOLS OF WRIGHT COUNTY, IOWA, 1948-1949*

School	Average Elementary Teacher's Salary	Average Secondary Teacher's Salary	Sup'ts Salary
Belmond	$2354	$2882	$4800
Clarion	2379	2930	5500
Dows	2122	2821	4800
Eagle Grove	2334	3018	6000
Goldfield	2172	3125	4000
Rowan	1856	2397	3840
Woolstock	2033	2512	4100
Average	$2179	$2784	$4720

*--Source of Information: Names, Positions, and Salaries of Public School Employees. State of Iowa, 1949.

Table 21 shows a comparison of the average rural elementary teacher salary for the school year 1948-1949. A much wider range of salaries was noted in the rural elementary schools than in the town elementary schools. The differences in salary were due largely to the system of payment of bonuses in addition to the regular salary. The rural school districts paid from $190 to $210 per month regular salary, plus a bonus of from $2 to $3 for every pupil enrolled over ten. Thus the schools with the larger enrollments paid the higher salary. The range of salaries was from $1620 to $2061

per year. The average rural teacher salary was $1784, which was almost $400 per year less than was received as an average salary by the town elementary teachers.

TABLE 21

COMPARISON OF TEACHER SALARIES IN THE RURAL SCHOOLS OF WRIGHT COUNTY, IOWA, 1948-1949*

District	Highest Salary	Lowest Salary	Average Salary
Belmond	$1836	$1800	$1805
Dayton	1890	1665	1740
Eagle Grove	1575	1548	1566
Grant	1962	1710	1793
Lake	2016	1665	1783
Liberty	2061	1755	1908
Norway	1926	1710	1796
Pleasant	1620	1620	1620
Troy	1809	1665	1698
Wall Lake	1872	1755	1820
Woolstock	1665	1665	1665
Lincoln	1890	1620	1777
Vernon	1980	1980	1980
Galt	2025	2025	2025
Average	$2061	$1620	$1784

*--Source of Information: Files in the Office of the County Superintendent of Schools.

Another comparison of the salaries of all teachers in the county is shown in Table 22. It was discovered that 16.8 percent of the teachers, all of whom were rural teachers, in the county had a salary of less than $1800. Only 1.9 percent of the teachers had a salary of $3800 or more. Approximately 70 percent of the teachers of the county received less than $2600 per year, which on a twelve month basis, averages about $215 per month.

TABLE 22

COMPARISON OF RURAL, TOWN ELEMENTARY AND SECONDARY TEACHERS' SALARIES, 1948-1949*

Yearly Salary In Dollars	Number of Teachers	Percent of Teachers	Distribution		
			Rural	Town Elem.	High School
1600-1799	35	16.8	35	--	--
1800-1999	31	14.8	23	8	--
2000-2199	33	15.9	4	29	--
2200-2399	23	10.9	--	19	4
2400-2599	22	10.6	--	6	16
2600-2799	16	7.7	--	3	13
2800-2999	14	5.9	--	--	14
3000-3199	10	5.0	--	2	8
3200-3399	10	5.0	--	1	9
3400-3599	9	4.6	--	--	2
3600-3799	2	.9	--	--	2
Over 3800	5	1.9	--	--	5
Total	210	100.0	62	68	80

*--Salaries include all teachers except the superintendents. Eagle Grove Junior College teachers are included.

Table 23 shows the teaching experience of all teachers of Wright County including the school year 1948-1949. The Table clearly indicates the trend of the more experienced teachers going into the larger school systems. Eagle Grove, which was the largest school in the county had twenty-four, or 54 percent of its teachers with over ten years of teaching experience. This number included those teaching in the junior college. Clarion had fourteen, or 29 percent of its teachers who had over ten years of experience. Woolstock, although it was a small school, had three teachers or 42 percent of its teachers with over ten years experience. Goldfield had only one teacher, or slightly over 6 percent

with more than ten years experience. Belmond, Clarion, and Goldfield had an unusual number of teachers with less than two years of experience employed this particular year. Thus, as teachers gain experience in small schools, they tend to move into larger schools as the opportunity arises.

TABLE 23

COMPARISON OF TEACHING EXPERIENCE OF TOWN AND RURAL TEACHERS OF WRIGHT COUNTY, IOWA, 1949*

District	Total Years Experience			
	Less than 2 Years	2-5	6-10	Over 10 Years
Belmond	12	7	3	5
Clarion	13	5	5	14
Dows	4	7	2	3
Eagle Grove	6	6	8	24
Goldfield	8	0	3	1
Woolstock	4	0	3	3
Rural	15	34	6	6

*--Source of Information: Files in the Office of the County Superintendent of Schools.

A comparison of training of the town teachers of the county is shown in Table 24. No outstanding characteristic was noted except that Belmond and Eagle Grove had no teachers employed with less than two years' training. However, by 1952 all new elementary teachers must have a minimum of two years of college preparation. Eagle Grove had the greatest number of teachers employed who had more than four years of training. This, however, was due to the additional training requirement for teaching in the junior college.

TABLE 24

COMPARISON OF TRAINING OF ALL TOWN TEACHERS OF WRIGHT COUNTY, IOWA, 1948-1949*

School	Training in Years				
	Over 4	4	3	2	Less than 2
Belmond	2	13	2	10	0
Clarion	2	15	7	7	4
Dows	1	9	2	4	2
Eagle Grove	14	19	3	8	0
Goldfield	2	5	0	2	3
Rowan	1	3	0	4	1
Woolstock	0	4	0	0	3

*--Source of Information: Files in the Office of the County Superintendent of Schools.

The rural teachers had a variety of types of certificates. Only seven rural teachers had a Standard Elementary Certificate; twenty-two had Limited Elementary Certificates; and twenty-five had a regular Normal Training Certificate. Eight teachers held a Uniform County Certificate. Only four rural teachers had two years or more of college training. The Uniform County Certificates were issued upon satisfactory passing of tests made by the State Department of Public Instruction. These tests were given to high school students who desired to teach in schools which offered no normal training course.

Table 25 shows the training of the rural schools of the county. Only one rural teacher in the county had four years of college training. Only four teachers, or 8 percent, of the total had two years or more training. Seventeen, or

TABLE 25

COMPARISON OF TRAINING OF RURAL SCHOOL TEACHERS OF WRIGHT COUNTY, IOWA, 1950*

Amount of Training in Years	Number of Teachers	Percent of Total
2 or more	4	8.0
1 - 2	17	33.0
½ - 1	6	11.0
Less than ½	24	48.0
Total	51	100.0

*--Source of Information: Files from the Office of the County Superintendent of Schools.

33 percent, had between one and two years of training. By far the greatest number of rural teachers had less than one-half year of school training over the high school level. Twenty-four teachers, or 48 percent, of the total had less than one-half year of training. Of that number, fifteen, or about 30 percent, had only six semester hours of training. Many of the teachers received credit for the six hours by correspondence work.

No education program can be effective unless efficient, well-trained, happy teachers are provided. The schools of Wright County have employed teachers with a wide range of training and experience background for which they pay a wide range of salaries. More uniform teacher educational standards and more uniform teacher salaries would provide for a more stable county-wide educational program.

Transportation and Tuition Costs in Wright County Schools

One of the most important duties of the school superintendent is that of administration of the school transportation system. Transportation of pupils has had a great influence in stimulating the limited amount of reorganization already affected. In fact a greater degree of school district reorganization depends upon the transportation of students to larger schools. It will likely involve the transportation of more students over greater distances.

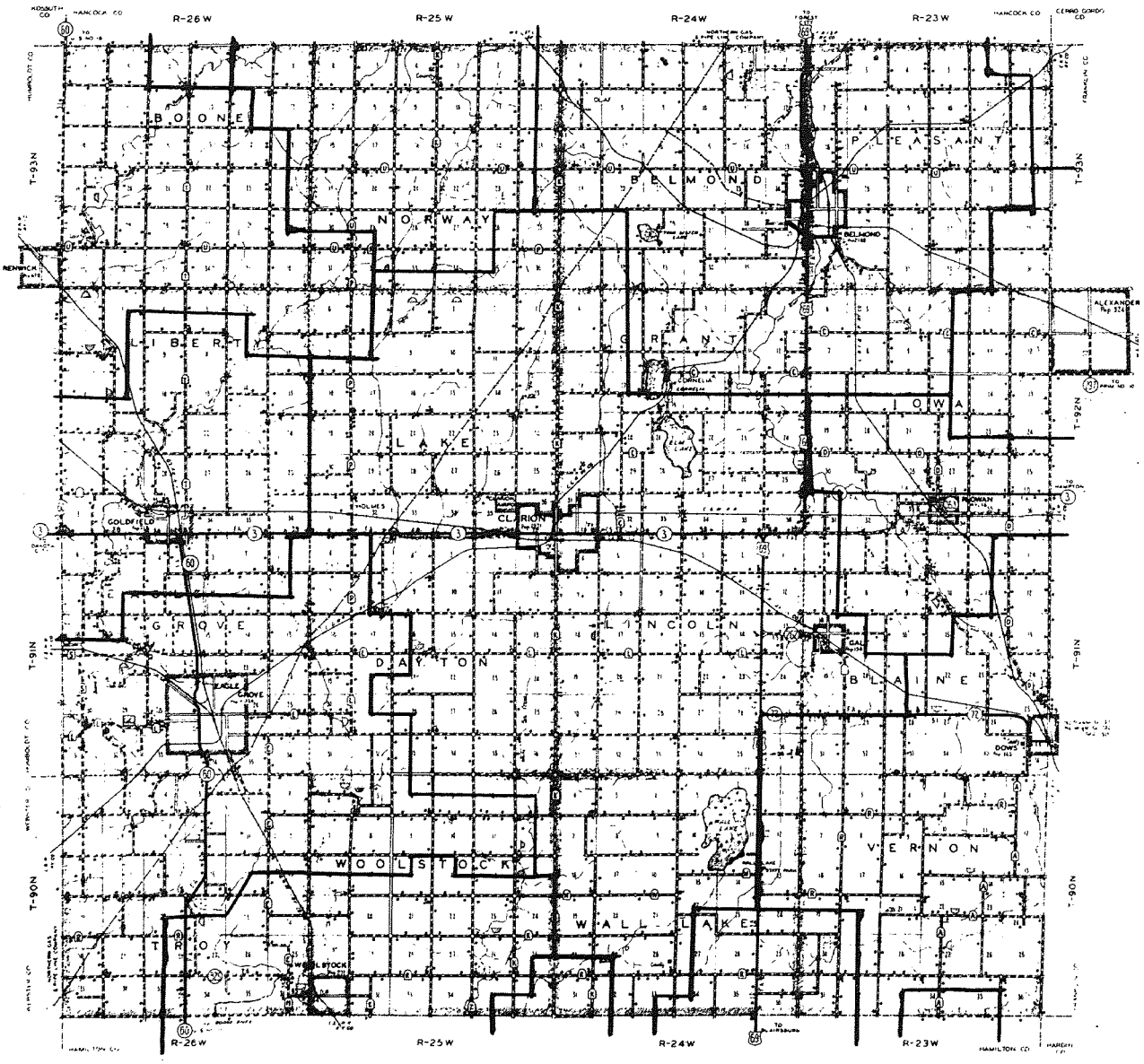
At the present time all of the town independent and consolidated schools of the county provide buses for transportation of rural students to school. The independent districts cover considerable area outside of the district.

Figure 2 shows the approximate portion of the county now covered by the buses from each school and also those schools outside drawing students from Wright County. This situation changes from year to year. Figure 2 shows the condition existing in 1949-1950.

The Clarion school buses cover by far the greatest portion of the county. Its buses take in an area extending from the southern edge of the county to within four miles of its northern edge. Probably one of the reasons that Clarion extends over such a large area is that Clarion established bus routes before some of the other schools. The Figure does not show the extent of Wright County school

FIGURE 2

AREA COVERED BY PRESENT BUS ROUTES
WRIGHT COUNTY, IOWA 1949--1950



Bus Route Area Boundary
Town Corporation Boundary
Railroads
Graveled Roads
Dirt Roads
Rural Schools

bus routes outside of the county itself. Dows and Eagle Grove cover considerable area outside of Wright County.

Table 26 shows the comparison of transportation routes and transportation costs per pupil per month for the schools of the county. The number of buses operated ranged from two to six per school. The average length of bus routes ranged from slightly over twelve in the Rowan Consolidated district to about thirty-four for the Clarion school. The Clarion buses had routes which totalled 206 miles.

The transportation cost per pupil per month ranged from $4.70 at Goldfield to $8.75 at Woolstock. The average cost per pupil per month was $6.48.

TABLE 26

COMPARISON OF BUS ROUTES AND TRANSPORTATION COSTS IN SCHOOLS OF WRIGHT COUNTY, IOWA, 1949-1950*

School	Number of Buses	Length of Routes	Cost Per Pupil Per Month
Belmond	4	110	$7.18
Clarion	6	206	6.22
Dows	6	136	5.98
Eagle Grove	4	121	7.20
Goldfield	3	79	4.70
Rowan	5	66	5.31
Woolstock	2	52	8.75

*--Source of Information: Files in the Office of the County Superintendent of Schools.

The schools outside the county which had routes within the county had about the same per pupil cost as the

schools within the county. The Alexander Consolidated School in Franklin County had transportation costs of $4.51 per pupil per month compared to $8.45 per month for the Webster City Schools in Hamilton County.

All of the buses used in the county were school-owned with the exception of those used by Goldfield which were privately owned. Wright County roads were practically all surfaced thus making the routing of school buses a fairly easy procedure.

Another factor which has a major bearing on rural students is that of tuition. The maximum amount a school may charge as tuition is fixed by the State Department of Public Instruction. For the 1949-1950 school year, the maximum rates were $16.65 per month for elementary students and $29.10 per month for high school students. The school was to charge only the actual cost of educating a pupil with those figures as the maximum. Table 27 shows the comparison of average daily attendance figures and per pupil cost per month for the town schools of Wright County. The purpose of giving the average daily attendance figures was to show the relationship between school enrollment and per pupil costs.

The elementary per pupil costs ranged from $13.18 per month in Dows to $18.45 in Goldfield. The average elementary per pupil cost for the county was $16.40. It was

noted that the four largest schools of the county had per pupil costs below the average, whereas the three smaller schools had costs above the average. Dows was the fourth largest school, yet it had the lowest cost per pupil.

TABLE 27

COMPARISON OF AVERAGE DAILY ATTENDANCE AND PUPIL COST PER MONTH IN TOWN SCHOOLS OF WRIGHT COUNTY, IOWA, 1949-1950*

School	Elementary		Secondary	
	A.D.A.	P.P.C.	A.D.A.	P.P.C.
Belmond	402.3	$15.41	185.1	$27.80
Clarion	475.9	15.83	306.5	26.15
Dows	307.6	13.18	116.8	28.51
Eagle Grove	515.4	15.82	316.3	26.39
Goldfield	165.9	18.45	75.5	27.47
Rowan	118.4	17.95	39.5	44.46
Woolstock	83.8	17.17	41.6	36.32
Average		$16.40		$31.03

*--Source of Information: Files in the Office of the County Superintendent of Schools.

On the secondary level the per pupil costs ranged from a low of $26.15 per month in the Clarion Schools compared to a high of $44.46 per month in the Rowan Consolidated Schools. The average per pupil cost for the county was more than the amount allowed by the State Department of Public Instruction. With the exception of Goldfield the three smallest schools had the highest per pupil cost. Goldfield, with an average daily attendance of only 75.5, had per pupil costs lower than two of the larger high schools in the county; namely, Belmond and Dows. Of the

four larger schools, Dows had the lowest cost per elementary pupil, yet had the highest per pupil cost on the secondary level. Goldfield had the highest per pupil cost on the elementary level, yet had one of the lowest per pupil costs on the secondary level. Rowan and Woolstock, both of which had small average daily attendance, also had the highest per pupil cost on secondary level.

TABLE 28

COMPARISON OF AVERAGE DAILY ATTENDANCE AND PUPIL COST PER MONTH IN RURAL SCHOOLS OF WRIGHT COUNTY, IOWA, 1949-1950*

District	Low		High		Average
	Cost	A.D.A.	Cost	A.D.A.	
Belmond	$9.76	20.5	$25.00	8.0	$18.05
Dayton	13.63	16.0	41.67	4.8	25.52
Eagle Grove	22.35	8.8	41.30	4.6	29.03
Galt	14.04	17.8	21.37	11.7	35.41
Grant	11.86	16.1	32.20	5.9	19.82
Lake	10.47	19.1	19.42	10.3	15.88
Liberty	12.08	19.5	17.98	11.4	15.03
Lincoln 2	11.93	17.6	-----	----	11.93
Lincoln 6	19.23	10.4	-----	----	19.23
Lincoln 7	22.98	8.8	-----	----	22.98
Lincoln 8	30.30	6.6	-----	----	30.30
Norway	11.63	18.4	18.71	10.7	15.90
Pleasant	12.82	15.6	17.86	11.2	14.61
Troy	14.05	14.8	32.20	5.9	21.24
Vernon 6	22.99	8.7			22.99
Wall Lake	14.45	14.6	24.07	8.1	19.81
Woolstock	16.67	12.0	27.78	7.2	20.89
Average					$20.45

*--Source of Information: Files in the Office of the County Superintendent of Schools.

The relationship between average daily attendance and per pupil cost is shown better in the rural schools, as Table

28 indicates. The lowest per pupil cost in the rural schools was found in one of the schools of Belmond Township which had a cost of $9.76 per pupil per month. The highest per pupil cost was $41.67 per month in one of the schools in Dayton Township. This school had an average daily attendance of four and eight-tenths pupils. The average per pupil cost for all rural schools was $20.45 compared to an average of $16.40 for the town elementary schools. This represented a difference of $4.05 per month or $36.45 per pupil per year.

The lowest per pupil cost of $9.76 was found in the school having the highest average daily attendance which was 20.5. The second lowest per pupil cost of $10.47 was found in the school having the third highest average daily attendance which was 19.1. The two schools having the highest per pupil cost also had the lowest average daily attendance. Thus, the rural schools showed that the fewer the number of students enrolled the greater is the cost per pupil.

Table 29 shows the comparison of per pupil cost for schools outside of the county that have pupils from Wright County. Webster City, on the secondary level, had per pupil costs of only $26.46, which was less than any of the other schools listed. Goodell, with an average daily attendance of only 24.8 in high school, had a per pupil cost of $34.05. In general the Table shows that small schools had higher per pupil costs, and larger schools had lower per pupil costs.

TABLE 29

COMPARISON OF AVERAGE DAILY ATTENDANCE AND PUPIL COST PER MONTH IN TOWN SCHOOLS OUTSIDE OF WRIGHT COUNTY, HAVING WRIGHT COUNTY SCHOOLS ENROLLED

School	Elementary		Secondary	
	A.D.A.	P.P.C.	A.D.A.	P.P.C.
Alexander (Franklin Co.)	127.4	$20.65	37.4	$37.60
Blairsburg (Hamilton Co.)	129.6	21.52	64.7	30.56
Corwith (Hancock Co.)	194.6	13.22	72.9	27.97
Goodell (Hancock Co.)	69.3	25.69	24.8	34.05
Kanawha (Hancock Co.)	164.7	19.06	97.2	28.65
Meservey (Cerro Gordo Co.)	114.3	22.17	39.7	33.45
Renwick (Humboldt Co.)	189.3	15.99	81.7	28.89
Webster City (Hamilton Co.)	1055.4	15.45	422.4	26.46
Williams (Hamilton Co.)	152.6	13.46	71.9	29.02
Average		$18.58		$30.74

Adequacy of Present Educational System

At the present time there are seven town schools, all of which have brick buildings. Some of the buildings are old; however, all are maintained in good repair. The Goldfield school building was built in 1905. It is the oldest school in the county. This report considers adequacy of present school plants only on the basis of student capacity.

Table 30 shows the number of classrooms available for elementary and secondary use along with the capacity of those rooms. The figures for Eagle Grove include those rooms also used by the junior college. At the present time the school is crowded at Eagle Grove. However, Eagle Grove is building a new elementary school building and an addition to the high school building. The figures for capacity include the new elementary building but not the high school addition. Belmond has reached its capacity in the elementary school, but could handle more high school students. Goldfield, Woolstock, and Dows are also crowded for room, especially on the elementary level.

TABLE 30

COMPARISON OF TOWN SCHOOL BUILDINGS
IN WRIGHT COUNTY, IOWA, 1949

School	Elementary	High School	Pupil Capacity of Classrooms	
	No. of Classrooms	No. of Classrooms	Elem.	H. S.
Belmond	14	11	450	250
Clarion	14	19	450	550
Dows	7	5	210	150
Eagle Grove	19	18	450	600
Goldfield	7	4	245	85
Rowan	5	6	150	75
Woolstock	3	4	120	50

Table 31 shows the number of semesters that various courses were scheduled in the high schools of the county. Only two schools, Clarion and Eagle Grove offered vocational

TABLE 31

COURSES OFFERED IN THE SECONDARY SCHOOLS
OF WRIGHT COUNTY, IOWA, 1949-1950

Course	Number of Semesters Offered in Schools						
	Belmond	Clarion	Dows	Eagle Grove	Goldfield	Rowan	Woolstock
English	6	6	8	8	8	7	8
Journalism	1	0	0	0	0	0	0
Speech	2	2	0	1	1	1	0
Drama	0	1	0	0	0	0	0
Consumer Math.	1	0	0	0	0	0	0
Algebra	3	3	3	3	2	2	3
Plane Geometry	2	2	2	2	2	2	2
Solid Geometry	1	1	0	1	0	0	1
Trigonometry	1	1	1	1	0	0	0
Arithmetic	0	1	0	0	0	1	1
Latin	0	4	0	2	0	0	0
French	0	0	4	0	0	0	0
General Science	2	2	2	2	2	2	2
Biology	2	2	2	2	2	2	2
Chemistry	2	2	0	2	0	0	0
Physics	2	2	2	2	2	2	2
Modern History	2	2	0	2	2	2	2
American History	2	2	2	2	2	2	2
American Govt.	1	1	2	1	1	1	1
Sociology	0	1	1	0	1	1	1
Economics	0	1	1	1	1	1	1
Modern Problems	1	0	0	0	0	0	0
Geography	1	1	0	0	2	1	1
Genl. Agric.	0	0	0	0	2	2	2
Voc. Agric.	8	4	8	8	0	0	0
Ind. Arts	4	4	4	8	2	3	4
Metal Shop	0	2	2	2	0	0	0
Auto. Mech.	0	1	0	0	0	0	0
Home Economics	6	0	6	0	2	3	4
Voc. Homemaking	0	4	0	6	0	0	0
Typing	4	2	4	4	4	2	4
Shorthand	4	4	4	4	0	0	2
Business Arith.	0	0	1	0	1	1	1
Business Law	1	2	1	0	1	1	1

TABLE 31--Continued

Course	Number of Semesters Offered in Schools						
	Belmond	Clarion	Dows	Eagle Grove	Goldfield	Rowan	Woolstock
Bookkeeping	2	2	2	2	2	0	2
Office Practice	0	2	0	0	0	0	1
General Business	0	2	0	0	0	1	1
Art	0	2	0	2	0	0	0
Health	0	0	0	0	0	1	0

homemaking, whereas all remaining schools listed home economics. All schools offered general shop with Clarion, Dows, and Eagle Grove scheduling metal shop. Clarion provided a course in automotive mechanics. All of the schools offered typing and all but Rowan gave a course in bookkeeping. The high schools of Wright County provided courses which met the needs for college entrance as well as providing vocational training in limited areas.

Table 32 shows the co-curricular program of the high schools of the county. The larger schools, of course, schedule a wider range of co-curricular activities. Even in the small schools, enough activities were listed so that the interests and abilities of all students should have been challenged.

TABLE 32

PROGRAM OF EXTRA-CURRICULAR ACTIVITIES OPERATIVE IN SECONDARY SCHOOLS OF WRIGHT COUNTY, IOWA, 1949-1950

Activity	School						
	Belmond	Clarion	Dows	Eagle Grove	Goldfield	Rowan	Woolstock
Football	x	x	x	x			
Basketball (boys)	x	x	x	x	x	x	x
Basketball(girls)			x		x	x	x
Track	x	x		x			
Baseball	x	x	x	x	x	x	x
Intra-mural (boys)	x	x	x				
Intra-mural(girls)	x	x	x				
Tennis		x					
Plays	x	x	x	x	x	x	x
Publications	x	x	x	x	x	x	
Speech Activities	x	x		x		x	
Pep Leaders	x	x	x	x	x	x	x
Girls Glee Club	x	x	x	x	x	x	x
Boys Glee Club		x			x	x	x
Chorus	x	x		x	x	x	
Band	x	x	x	x	x		
Orchestra		x					
G. A. A.	x	x					
F. F. A	x	x	x	x			
F. H. A.	x						
Commercial Club	x	x		x			
Letterman Club	x	x		x		x	
Student Council	x	x	x	x		x	x

In January of 1949, every pupil in the sixth, seventh, and eighth grades of the county was given the Iowa Every Pupil Test of Basic Skills. It is fully realized that the results of one test cannot be considered as adequate to establish any reliable conclusions. However, it is

believed that the results will at least serve as an indication of the abilities of the students for comparison purposes. Because the scores on the tests for all three grades were somewhat similiar, the scores of the eighth grade only were used in order to establish comparisons for this report.

It was decided not to enter the scores made on the test by schools, as it was possible that the particular class whose scores were used may or may not have been representative of that particular school.

Table 33 shows the average scores made by the eighth grade pupils in the town schools of the county. The scores on the reading test were the average between the two parts of the reading test. It was noted that with the exception of one school the average scores did not vary widely. It was also noted that the lowest scores on all four tests were obtained by the students of the same school.

An interpretation of the scores is as follows: The first digit of the score represents the grade placement of the student and the second digit represents the month above the particular grade placement. For example, a score of eighty-four would mean that the student had ability equivalent to that of the average student of the fourth month of the eighth year in school. There are only nine months in the school year, but the test considers the summer months as equivalent to one month of school activity.

Based on the time the tests were given, the average score for eighth grade students should have been eighty-five.

TABLE 33

COMPARISON OF AVERAGE SCORES OBTAINED ON THE IOWA BASIC SKILLS TEST BY EIGHTH GRADE PUPILS OF THE TOWN SCHOOLS OF WRIGHT COUNTY, IOWA, 1949*

School	Type of Test				
	Reading	Work-Study	Lang.	Arith.	Average
A	89	84	88	89	87.5
B	88	85	84	88	86.0
C	83	85	86	89	85.7
D	88	82	83	89	85.5
E	86	83	83	87	84.8
F	81	84	81	86	83.0
G	74	72	75	77	74.5

*--Source of Information: Files in the Office of the County Superintendent of Schools.

Table 34 compares the high, low, and average scores made on the Iowa Every Pupil Test of Basic Skills by the pupils of the town and rural eighth grade students. In every part of the test it was discovered that the average rural score was from four to eight points below the average score of the town pupil on the same part of the test. It was also noted that there was a wider range of scores among the rural students than among the town students. The high scores were about the same, but the low scores of the rural students were decidedly lower than the low scores of the town students.

TABLE 34

COMPARISON OF AVERAGE SCORES OF TOWN AND RURAL PUPILS OBTAINED ON IOWA BASIC SKILLS TEST, 1949*

School	Type of Test			
	Reading	Work-Study	Language	Arithmetic
Rural				
High	115	108	110	108
Low	31	39	32	29
Average	80	74	77	78
Town				
High	115	108	113	113
Low	39	47	33	53
Average	84	82	83	86

*--Source of Information: Files in the Office of the County Superintendent of Schools.

The purpose of Table 35 is to show the comparison of average scores made by Wright County students with the scores made by pupils over the state. On a state-wide basis, the average scores shown on the Table for the town pupils were from schools having an enrollment of from thirty to ninety pupils per grade. In every test except arithmetic the average for the pupils of Wright County was slightly below the state average for the same sized school. However, when the scores were compared to scores made in similiar sized schools, the Wright County schools were above the state-wide average.

A comparison of scores made by the rural pupils shows the Wright County schools to be below the state-wide average on every test but reading. By taking the average scores made on all parts of the test, it was discovered

that Wright County rural schools averaged one and nine-tenths points below the state-wide average. This would represent almost two months' school time. The average score for the rural students of Wright County was found to be 77.2 as compared to an average score of 83.8 for the town students of the county. This indicates that on an average, the rural students were about six months, or two-thirds of a school year, behind the eighth graders who attend the town schools. Thus, according to this test, the rural students going into high schools, were at a definite disadvantage at the beginning of their high school training.

TABLE 35

COMPARISON OF WRIGHT COUNTY AVERAGES WITH STATE-WIDE AVERAGES MADE ON IOWA EVERY PUPIL TEST, 1949*

Schools	Type of Test			
	Reading	Work-Study	Language	Arithmetic
Town Schools				
Wright County	84.0	82.0	83.0	86.0
State-wide Av.	86.6	83.3	83.3	85.3
Rural Schools				
Wright County	80.0	74.0	74.0	78.0
State-wide Av.	79.1	77.2	76.4	80.9

*--Source of Information: Report of Pupil Averages in the 1949 Iowa Basic Skills Testing Program, State University of Iowa. April 20, 1949.

The results of this test also disclosed some interesting facts about the probable effects of class enroll-

ment on the learning situation. The results of the test may be used only as an indication since it was the result of only one test on one group of students. However, the test indicated that the ability of the students seemed to be higher in classes having an enrollment from thirty to ninety than in classes having less than thirty. The average score for students in classes having an enrollment of less than ten was almost five points lower than the average score in schools having over thirty enrolled per class. The results of the test also seemed to indicate that a better learning situation prevailed when the teacher had only one class to teach than when there was more than one grade per teacher.

Table 36 shows the comparative range of the abilities of the town and rural students of the eighth grade, based on the Iowa Every Pupil Text of Basic Skills. The scores based on established norms should have been eighty-four, or a grade equivalent of eighth year fourth month. In the Table, all persons with scores below eighty were considered to be retarded one-half year, while all with scores over eighty-eight were considered to be advanced one-half year. The average scores were computed and the percentage of total pupils determined. It was found that 55 percent of the rural students were retarded one-half

year or more, compared to only 32 percent of the town independent and consolidated district students. Also 23 percent of the rural students and 48 percent of the students enrolled in town schools were advanced one-half year or more, according to this single test.

TABLE 36

COMPARISON OF EIGHTH GRADE PUPILS ADVANCED OR RETARDED MORE THAN ONE-HALF YEAR BASED ON THE IOWA EVERY PUPIL TEST, 1949*

	Type of Text						
	Reading		Work-Study	Lang.	Arith.	Average	Percent
Rural (63)							
No. Retarded	33	26	40	38	35	34.5	55
No. Advanced	19	19	10	14	11	14.6	23
Town (150)							
No. Retarded	52	44	54	52	42	48.8	32
No. Advanced	82	75	66	71	68	72.4	48

*--Source of Information: Report of Pupil Averages in the 1949 Iowa Basic Skill Testing Program, State University of Iowa, April 20, 1949.

In the light of the rather limited information used in this report, it would seem that the rural schools of the county are not providing as adequate a program as are the town schools.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Of all the problems facing present school administrators, probably the one which has caused the greatest amount of comment is that of school district reorganization. School personnel have been aware of the effects of small school enrollments on school efficiency and effectiveness, yet the ideas of the general public on the subject have been rather indefinite. The opinion of the public in reference to school district reorganization ranges from a very passive attitude to the other extreme of a very definite and frequently belligerent attitude.

The apparent lack of interest on the part of some people is not due to lack of interest in education, but more frequently due to lack of true understanding of the problems involved in school district reorganization. Much of the opposition to the movement has come from groups who realize that school district reorganization might be responsible for an additional tax load.

The tax-paying public must be brought to the realization that the goal of school district reorganization is not limited to a decrease in educational costs. In fact

there is a possibility that reorganization may bring about an actual increase in total cost. The purpose of school district reorganization is to provide equal educational opportunities for all children as well as to provide an equitable basis for support of this kind of an educational program.

The real starting point of any program of school district reorganization is the decision of the people as to the kind of educational program they need and want. The people have different and far-reaching ideas as to what is expected of schools. They should desire a program of such quality and scope as to develop insight, cultural understanding and vision, that will enable different groups to work and live together in harmony. Such a program should be developed as a series of closely related experiences. Because it is vitally related to the people of all age groups in the community, there has developed a trend toward community and county school district units. The advantage of unity of control has already been recognized in many states and attention is being directed toward developing units that can provide a fully integrated program.

In general the public school educational program is expected to begin with the kindergarten for children five years of age and extend through the twelfth grade or children seventeen or eighteen years of age. It has

generally been accepted that the program should extend through grade fourteen for youth eighteen to twenty years old. In order that the school may fulfill its obligation to the whole community, the schools should also provide an adult education program.

Where population and topographical features permit, there have been established certain minimum sizes for efficient schools. The Commission on School District Reorganization has reached the conclusion that the minimum size of any type of high school should be at least three hundred pupils, or seventy-five pupils in each age group, with a minimum of twelve full-time teachers. In an elementary school there should be a teacher at every grade level for each group of twenty-five pupils. It is desirable to have an enrollment of 175 pupils and seven teachers. Schools which accommodate persons who have completed grade twelve should have at least two hundred and ten teachers.[1]

It is now generally recognized that many specialized services, not now available in most small school districts, are necessary to adequate educational opportunities. These services include guidance, psychological services, special services for handicapped children, supervision of instruction, health services, accident prevention, community recreation, vocational guidance, and adult education. Most of the

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[1] Dawson, Reeves, and others, op. cit., pp. 22-23.

specialized services must of necessity be provided by an administrative unit rather than by an individual school.

There probably is no one type of school district which is superior to all others. The type of school district for any particular community will depend on the population, topographical features, and the needs of the community.

The school district reorganization movement in Iowa has been erratic. With the consolidation law many new consolidated districts arose, but due to the excessive tax burden on farmers during the depression years, the number of districts which consolidated decreased.

At the present the state legislature has provided state aid for schools in various forms. The state legislature has also made provisions for school district reorganization by establishing the procedure by which the reorganization program shall be carried out. A money fund of $500 was provided each county to help finance a survey of the present educational system as a step toward reorganization.[1] The progress made in Iowa has varied from county to county. Some counties have carried out the survey and have actually established some reorganized districts, while other counties have done nothing as yet.

There are several factors which influence the organization of school districts. Among the more important

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[1] Ibid., p. 179.

influences are agricultural employment, population mobility, birth rates, transportation facilities, and roads. Additional factors are the need to extend the educational program beyond the high school and more recently the need for providing for education for adults.

Wright County, located in north central Iowa, is primarily an agricultural region. About 97 percent of the 575 square miles of the county is farm land. The remainder is timber and lake-bed region. Wright County has no large cities or industrial centers. The size of the eight incorporated towns range in population from 156 at Galt to 4021 at Eagle Grove. Wright County has adequate transportation facilities, having four railroads which provide shipping facilities in every town in the county. The county is crossed both north and south and east and west by two paved highways. The secondary road system of Wright County is very good. All of the roads within the county are surfaced with the exception of seventeen miles of dirt road.

With the exception of a few Mexican families, all of the population of the county are white, and 94 percent are native of Iowa. Most of the population completed at least a portion of the elementary school training. It was found that 53 percent of the rural and 39 percent of the urban population completed eight years of education. Only 11 percent of the rural population and 18 percent of the

urban population graduated from high school as of 1940. No figures are available, but it is likely that the percent has increased since that date.

Wright County has many features which would provide a favorable setting for a school district reorganization movement should such a program be properly administered.

Wright County, during the 1948-1949 school year maintained six independent town schools, one consolidated school, one two room elementary school and sixty one room rural schools. All of the independent and consolidated schools maintained a regular high school. Eagle Grove had a junior college. Wright County originally had 122 rural schools; however, only sixty remained in operation in 1949.

Fourteen of the sixteen townships maintained schools on the township plan. The remaining two, Lincoln and Vernon Townships, maintained subdistricts within the township.

The general trend in rural school enrollment has been downward during the last eight years. Probably this is largely due to many rural schools being closed and the pupils being sent by bus to town schools.

The average number of rural pupils per school in 1948-1949 was slightly over thirteen. The number enrolled per rural school ranged from only six to a high of twenty-two. Three schools had only six pupils enrolled. A total of fifteen schools, or 25 percent of the rural schools

had less than ten pupils enrolled. Within the rural school enrollment there were 159 students, or 21 percent of the total enrollment, who were the only members of the class.

There has been a general increase in elementary enrollment in the town schools during the last eight years. The increase amounted to 25 percent over the 1941 enrollment. This increase was due partly to the increase in enrollments in the lower grades and partly due to increased enrollment received from the rural schools which closed.

Secondary school enrollment has shown a rather steady decline since 1941. The enrollment in high schools will remain essentially the same for about two years and then will show a gradual increase. A rapid increase in enrollment will probably be noticed in about 1958 due to the rapid birth rate during the immediate post-war years of World War II.

The total enrollment trend in the county from 1941 to 1945 was downward, but, since 1945, it has shown a gradual increase.

The town independent school districts of Wright County range in size from four square miles at Woolstock to 13.3 square miles at Goldfield. The Rowan Consolidated district consists of twenty-five square miles. The rural school districts range in size from four square miles in the subdistricts of Lincoln and Vernon Townships to thirty-

six square miles in Boone, Troy, and Wall Lake Townships.

The assessed valuation of the town school districts varied considerably due to differences in size, population and value of the town's industry and property. The assessed valuation per census child ranged from $2250.00 at Belmond to $5926.00 at Rowan. The average was $3615.00 per census child.

The assessed valuation for the rural school districts showed a wide range also. This was due primarily to the size of the districts. The average value per section of land in the county ranged from $38,800.00 to $50,000.00, which would also account for some of the variations in assessed valuation. The assessed valuation per child in the rural districts ranged from $6,300.00 to $30,677.00.

The average assessed valuation per census child in the rural districts was two and nine-tenths times as high as the average assessed valuation per child in the town districts.

The tax levy in mills in the town schools ranged from 28.7 mills to 58.9 with an average of 38.9 mills. There was no particular relationship between the size of the school and the millage rate.

The millage rates in the rural districts were even more extreme in range. The rural millage rate ranged from only six-tenths of a mill to 20.3 mills. The average for

the rural districts was 12.1 mills.

It was found that the average general fund tax levy in mills was slightly more than three times as large in the town independent and consolidated schools as it was in the rural districts.

During the school year 1948-1949, there was a total of 217 teachers and administrators, employed in twenty-three school districts. Of that number sixty-two were rural teachers.

A comparison of the teaching load of rural and urban teacher showed that the average number of pupils per teacher in the rural schools since 1930 was 13.8. During the same period, the pupils enrolled per teacher, in the town schools was 22.9. This figure included the high school. The average enrollment per teacher on the elementary level in the town schools for 1948-1949 was 32.1 compared to an average of 13.2 for the rural schools. Thus the enrollment per teacher in the town elementary schools was almost two and one-half times as great as the enrollment per teacher in the rural schools.

The average enrollment per teacher in the high schools of the county was 17.2, with a range of from 10.2 per teacher to a high of 18.6 pupils per teacher. In general the larger schools had the lowest enrollment in the elementary school, but had the highest enrollment per

teacher in high school.

The average elementary teacher salary in the town schools was $2169.00 per year ranging from $1800.00 to $3200.00 per year. In general the larger towns paid the higher salaries.

On the secondary level the average teacher salary was found to be $2784.00 per year. The salaries paid in 1948-1949 ranged from a low of $2300.00 to $4225.00 per year. With one exception, the larger schools paid the higher teacher salaries on the high school level.

The salaries paid rural teachers were based on a stated salary of $190.00 to $210.00 per month, plus a bonus of two to three dollars per month for each student over an enrollment of ten. As a result of this type of salary schedule there was a wide range of salaries paid rural teachers. The range of rural teacher salaries was from $1620.00 to $2061.00 per year. The average rural teacher's salary was $1784.00 per year compared to $2179.00 paid the town elementary teachers.

In general it was found that in the larger schools of the county a greater portion of the teaching staff had considerably more experience than did those in the small schools. Eagle Grove had 54 percent of its teaching staff with over ten years' experience. About 40 percent of the teaching staff of the Clarion Schools had more than ten

years' experience.

The training of the teachers of the county showed a wide variation. At the close of the 1948-1949 school year only thirteen town school teachers had less than two years of college training. Eagle Grove, with its junior college, had the most teachers with Master's Degrees. The college work completed by the rural teachers ranged from only six semester hours to four years. Only 8 percent of the rural teachers had two years or more college credits. It was found that 48 percent of the rural teachers had less than one-half year and about 30 percent of the rural teachers had only six semester hours of college training.

With the exception of Galt, all the town schools in Wright County operate buses. The Rowan Consolidated School District operates five buses to cover its twenty-five square mile district. The other towns of the county operate from two to six buses and cover considerable area outside their own district. There was a total of thirty buses operated, which had routes totalling 770 miles. This amounts to an average of about twenty-five miles per bus. The average length of the bus routes at Rowan is about twelve miles compared to an average length of thirty-four miles for the Clarion school.

The transportation cost per pupil per month ranged from $4.70 to $8.75. The average cost per month was $6.48.

All buses were owned by the school district with the exception of three used at Goldfield.

The elementary per pupil costs for education for the 1949-1950 school year ranged from a low of $13.18 per month to a high of $18.45 per month. The average elementary per pupil cost for the town schools was $16.40 per month.

The per pupil costs on the secondary level ranged from $26.15 per month to $44.46 per month. The average per pupil cost for all of the high schools of the county was $31.03 per month.

The per pupil costs in the rural schools ranged from $9.76 per month to $41.69. The average per pupil cost for the rural schools was $20.45 compared to an average of $16.40 per month in the town elementary schools.

Wright County schools in general have become crowded within the past few years. Some of the schools are more crowded than others. Eagle Grove and Clarion are in the process of building.

All high schools of the county provide a fairly well-rounded course of studies to meet the needs of the average student. Adequate courses are provided to prepare the students for college entrance, as well as to give them vocational training in limited areas.

After consideration of the results of the survey covered in this report, it is the opinion of the writer

that at least some type of school district reorganization should be initiated in Wright County. There are several factors, however, which must be considered before proposing any type of school district reorganization. In the first place, the geographical location of most of the towns in the county is such that the reorganized districts would not properly be limited to the boundaries of Wright County. With the exception of Clarion, all of the towns are located fairly close to the boundary of the county. Any proposal with these schools as the attendance center would likely extend into the adjoining counties.

Another factor that must be considered in any plan of reorganization is that of size of the school plant. Because of the present world situation and the resultant possible limitations on construction materials and manpower, it is possible that the building program needed in the proposed districts will be curtailed. Therefore, it might be necessary to use present building facilities until additional buildings are made available.

Figure 3 shows the boundaries of the proposed attendance units for Wright County. The Belmond school district could be made up of Belmond, Pleasant, Norway, and the north one-third of Grant Township. It would also include that part of Iowa Township not already included in the Alexander Consolidated District. If all of the rural

schools in the new district were closed, it would increase the elementary enrollment by 280 pupils. If these students are added to the elementary enrollment of the Belmond Independent Schools there would be a total of 724 students in the elementary grades. This number of students would require a minimum of twenty-one teachers, with possibly more, depending on the individual grade enrollment. It would be necessary to provide thirteen more elementary grade rooms which should provide space for grades kindergarten through sixth. The high school students from Goodell, Meservey, and Alexander could be transported to the Belmond High School. Those schools could continue to operate as elementary schools only. The combined high school enrollment of these three schools is 114, which added to the present high school enrollment of Belmond would make a total high school enrollment of 311 students. There would then be a need for about seventeen high school teachers.

The Clarion district could be composed of the south two-thirds of Grant Township, Lincoln Township, Lake Township, three-fourths of Dayton Township and about one-half of Wall Lake Township. The closing of all of the rural schools in this new district and transporting them to Clarion would make a total elementary enrollment of about 737 students. About twenty-two teachers would be required. This additional enrollment would require an additional building

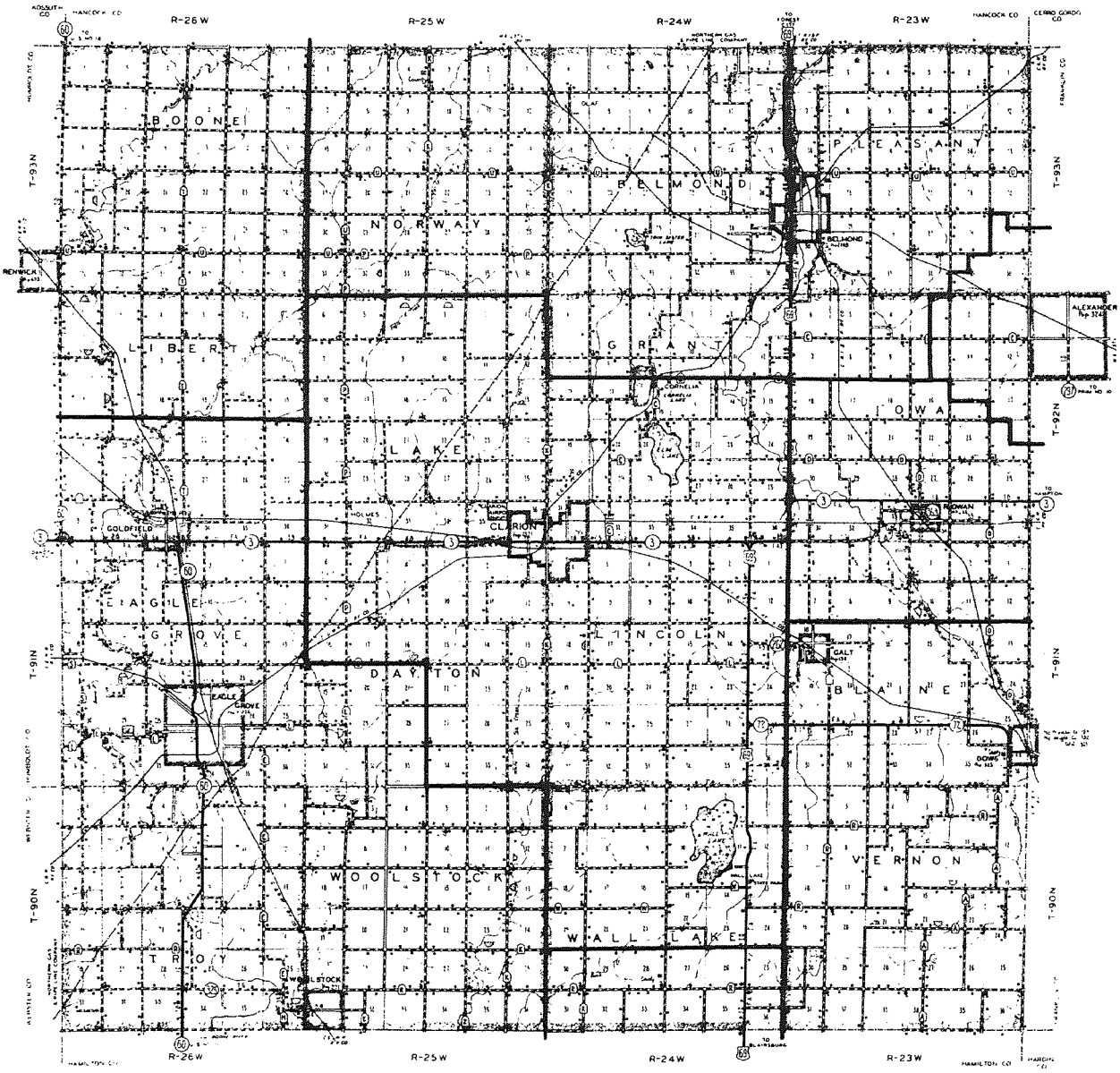
program to provide about nine more elementary rooms. The high school enrollment would remain just about stationary for a few years. However, the increased lower elementary enrollment would soon be noticed on the high school level.

The Dows district could be made up of Vernon Township, Blaine Township, the south one-third of Iowa Township along with the town corporations of Galt and Rowan. There was only one rural school of eight pupils open in this entire district, which should have little effect on the total enrollment figure. The school at Galt could be discontinued with those elementary students being transported to the Rowan school. Some of the elementary students in Blaine Township now going to Dows could be transported to the Rowan school. Thus the new district could consist of two schools all under one administrative leader. The Dows school would be both elementary and secondary. Rowan would be an elementary school only, which would be supervised by an elementary principal, under the authority of the superintendent at Dows. The high school enrollment at Dows would be 164 with eight teachers. The total elementary enrollment in the Dows district would be 475, part of which would attend school in the Rowan building.

The Eagle Grove district could include Woolstock Township, Troy Township, Eagle Grove Township, one-fourth of Dayton Township, along with the town corporations of

FIGURE 3

PROPOSED SCHOOL DISTRICTS, WRIGHT COUNTY, IOWA



School District Boundaries
Town Corporation Boundaries
Railroads
Graveled Roads
Dirt Roads
Rural Schools

Woolstock and Goldfield. The rural schools in Eagle Grove Township, Dayton, Number 7, and Troy, Number 2 and Number 4 could be closed and these students transported to the Eagle Grove schools. The total enrollment in the elementary school at Eagle Grove would then be 639. Additional building space would be needed for about 210 pupils. Eighteen teachers would be needed for the elementary school.

The Woolstock school could function as an elementary school only. The rural schools in Woolstock Township, along with Troy Township, Numbers 6, 8, and 9 could be closed and the students sent to the Woolstock elementary school. The total elementary enrollment would be 196 with six teachers needed. More teachers might be necessary depending upon the individual grade enrollment. The Woolstock building would be large enough for this number of students and still provide extra play rooms.

The Goldfield school could function as an elementary school. The two rural schools in Liberty Township would be closed, which would add thirty-four pupils to the present enrollment. The total elementary enrollment would be 205 pupils with eight teachers.

The high school students from Goldfield and Woolstock could be transported to the Eagle Grove high school. The total enrollment at Eagle Grove would be 685 students including about one hundred junior college students. This

number of students would require thirty-six teachers.

The Eagle Grove district would contain a total of three schools all under one superintendent. The elementary schools at Woolstock and Goldfield would each be administered by an elementary principal.

Boone Township and the north portion of Liberty Township could become part of the Renwick school district. The south part of Wall Lake Township could become part of the Blairsburg school district.

The attendance units and administrative units could be identical in Wright County. There could be four superintendents as the administration heads of the four large attendance units. There would be three elementary principals in charge of the elementary schools at Rowan, Woolstock, and Goldfield. It is a definite advantage to have the elementary and secondary schools under the same administrations even though they may not be in the same building, or the same town.

The teaching staff would consist of 166 teachers or about forty less than in 1948-1949. There would be a total of four superintendents, four high school principals, and seven junior high school principals as administrators of the new school systems. In addition there would be a junior college dean.

The problem of school district reorganization involves more than the manipulation of districts and establishment of attendance units. There is also involved the problem of financing the educational program of the school. The greatest obstacle in the way of school district reorganization in Iowa has been the unequal tax burden support of schools between the farm and non-farm population. In Wright County the assessed valuation per farm child is about three times as great as the assessed valuation per non-farm child. Thus, when the district contains both farm and non-farm property, the farm population must pay about three times as much per child in taxes as does the non-farm population. Until some enabling legislation is passed to provide a more equitable method of collecting taxes the program of school district reorganization faces a difficult problem.

It is now generally established that the education of its children is the state's responsibility. All of the people of the state are concerned with the education of all of the children of the state. Education is, therefore, a duty of the state and the state must be sure the local school districts can finance an adequate education program. If local resources are not sufficient, the state must supplement local school taxes, at least, enough to provide a minimum educational standard.

In order to establish uniformity in supporting the

schools and provide more nearly equal educational opportunities for all children, a greater portion of educational costs must be provided from state funds. A minimum of 50 percent of the total cost of education should be from state funds. This state aid may not now be withheld because of failure to meet certain reorganization goals. However, it could be used as an incentive to encourage school districts to reorganize. Aid could be granted for necessary capital outlay involved as a consequence of reorganization. State aid should be dependent upon reorganization and the elimination of inefficient districts, both elementary and secondary. Ineffective units should not be perpetuated by continued state aid. State aid alone does not solve the problem of unequal tax load for support of schools.

In order to determine if reorganization would result in any saving of money, an estimate of costs and expenses for the proposed reorganized Belmond district was worked out. The total expenses for the district for the year 1948-1949 was $173,547.58. This figure included the expense of the school house fund and the special courses fund for the Belmond Independent district. The expenses for the reorganized district were estimated as follows:

Belmond Independent District Expenses.....	$102,692.00
One-fifth of cost of 4 new buses.....	2,880.00
Nine Elementary Teachers @ 2354.00.....	30,186.00
Interest and Principal, per year on bonds for new elementary building.....	12,000.00
Additional janitor.....	2,500.00
Maintenance of new building.....	1,500.00
Operation of new building.....	3,000.00
Fixed charges for new building.....	1,000.00
Instructional materials.....	800.00
Supervision and co-ordinate activities.....	800.00
Transportation of 280 pupils @ $7.18 per month.	18,083.60
Total.....	$175,451.60

Using the above estimate, it was shown that the reorganized district would have cost about $1877.00 more per year than the present district. However, such factors as quality of instruction, guidance, hot lunch, and visual aids must also be considered.

The total assessed valuation of the proposed Belmond district would have been $6,591,774.00, based on the 1948-1949 valuation figure. The same year the total general fund expenditure for the new district would have been $167,572.58. By dividing the assessed valuation by the total general fund expenditures, it was found the general fund levy would have been about thirty-six mills. The Belmond Independent District had a tax levy of forty-eight mills compared to an average of only 12.1 mills in the rural districts. Thus, if reorganization took place, the taxes for the rural area would have been much higher, while the taxes for the town area would have been lower.

Of the total assessed valuation of $6,591,774 only

$1,323,508.00 or about 20 percent of the total valuation was within the present Belmond Independent District. In the new district there would have been about 440 pupils from within the present Belmond Independent district compared to about 427 from outside the present Belmond district. Consequently with reorganization, the parents of about half of the students would have had to pay about 80 percent of the tax load for the support of schools. This further illustrates the need for additional legislation before reorganization will be likely to take place in Iowa.

The increase in size of the school districts of Wright County would result in a general decrease in transportation costs. If all of the rural schools were closed, it would be possible for each bus to pick up its load without driving so far. It would be possible to arrange the bus routes for more efficient operation. This would tend to make the per pupil cost of transportation more uniform between school districts.

In the proposed attendance units, no child would be more than eighteen miles from the school he is to attend. To cover the entire route no child would be on the bus more than forty-five minutes.

With the elimination of rural schools and the creation of more nearly uniform school districts, there should be more uniformity in reference to teaching personnel.

There should be more uniformity in teacher qualifications, teacher load, and teacher salaries.

It is unlikely that reorganization in Wright County would result in a decrease in total school expenditures. However, a reorganization program should be initiated based on the fact that larger school districts can more effectively provide equal educational opportunities to all children of the county, as well as provide an educational program that will meet the needs of the children and adults of the county.

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